# REPORT RESUMES

ED 011 869 SP 000 818

ANNUAL EDUCATIONAL BIBLIOGRAPHY OF THE INTERNATIONAL BUREAU OF EDUCATION, 1964.

INTERNATIONAL BUREAU OF EDUC.,GENEVA (SWITZERLAND)

REPORT NUMBER IBE-PUB-284 PUB DATE 64

EDRS PRICE MF-$0.36 HC-$9.12 228P.

DESCRIPTORS- ADULT EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *COMPARATIVE EDUCATION, CURRICULUM PLANNING, DISCIPLINE POLICY, *EDUCATION, EDUCATIONAL EQUIPMENT, EDUCATIONAL RESOURCES, EDUCATIONAL THEORIES, HIGHER EDUCATION, HYGIENE, *INDEXES (LOCATERS), PERSONALITY DEVELOPMENT, PRIMARY EDUCATION, SCHOOL ADMINISTRATION, SECONDARY EDUCATION, TEACHING CONDITIONS, INTERNATIONAL EDUCATIONAL LIBRARY, GENEVA, SWITZERLAND

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ED 011869

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# 1964

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PUBLICATION No. 284

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# INTRODUCTION

The International Bureau of Education has always shown great interest in international educational bibliography and, ever since the first year of the publication of its quarterly Bulletin, in 1925, it has devoted a certain number of pages in each issue to brief reviews of educational books published in the various countries.

Since the second quarter of 1934, in order to make it easier for librarians and educationists to classify these bibliographical analyses in their card index, the Bureau has prefixed each of the reviews with a decimal number, in accordance with the plan for the classification of educational documents in current use at the Bureau. Moreover, since that date the International Bureau of Education has issued an offprint of this section, printed on one side of the paper only, so that the book reviews can be mounted on index cards and classified according to the above-mentioned plan. This bibliographical service was again improved in 1956 by the adoption of separate sheets on very thin paper of the same dimensions as standard index cards.

Since 1955, the Bureau has collected in one volume all the analytical bibliographies published in the Bulletin during the course of the year, and has grouped them according to the ten large divisions of the decimal classification plan used by the Bureau, reserving a special heading " Related Topics " for publications dealing with problems more or less closely connected with education. Under each of the sub-divisions of the main headings, the Bureau has classified the books in alphabetical order. An *alphabetical index* completes the publication.

It should be re-stated here that this annual bibliography must not be confused with an international selection of recently published books on education. It is, strictly speaking, a catalogue of the chief educational publications incorporated in the International Education Library during 1964. Despite its shortcomings, it is to be hoped that this work, like its predecessors, will prove useful to educationists, librarians, and even publishers.

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# 37 (A-R) GENERALITIES

37 A (437) Educational Systems — 37 B (437) History of Education (Czechoslovakia)

APANASEWICZ, Nellie & ROSEN, Seymour M. **Education in Czechoslovakia.** (Washington), U.S. Office of Education, (1963). III+40 p., tabl., bibl., gloss., app. (Studies in Comparative Education, OE-14090, Bulletin 1963, No. 27). — Detailed historical account of education at the different levels in Czechoslovakia during the respective periods 1918 to 1948, 1948 to 1960 and following the 1960 school reform. In the appendix: study plans for the different types of school; number of students, teachers and schools according to type of school, including establishments for the handicapped. (IBE)

37 A (73) Educational Systems (United States)

ATKINSON, Caroll & MALESKA, Eugen T. **The story of education.** [See 37 B (73+ ∞)]

37 A (81) Educational Systems (Brazil)

AZEVEDO, Fernando de. **A educação na encruzilhada.** Problemas e discussões. 2a. ed. (São Paulo), Edições Melhoramentos, (1960). 271 p. — Report on an official inquiry undertaken in 1926 in the state of São Paulo. Originally published in 1937 under the title "Public education in São Paulo", the report reflects an era of transition between an attachment to the past and a desire to follow the new educational trends. The ideas set forth are still sufficiently up to date to provide a basis for the work of all who are seeking renovation in education in Brazil. Hence the title "Cross-roads in education" of this republication. (IBE)

37 A (42) Educational Systems (United Kingdom)

BLISHEN, Edward (Ed.). **Education today.** The existing opportunities. (London), British Broadcasting Corporation, (1963). 203 p., bibl., app. (BBC Publication). — As a sequel to the BBC broadcasts on educational development in England and Wales, information is given here on (a) educational opportunities offered by the new curricula introduced at pre-primary, primary, secondary and higher levels, (b) some educational experiments (comprehensive schools, etc.), (c) vocational courses for apprentices, (d) special schools for the handicapped, (e) adult education, etc. The book constitutes a summary account of the educational measures taken by the British government in order to adjust school systems and syllabuses to the rate of progress in the modern world. (IBE)

37 A (42) Educational Systems (United Kingdom)

BROGAN, Colm. **The nature of education.** [See 379.5 (42+ ∞)]

37 A (71) Educational Systems (Canada)

CANADIAN CONFERENCE ON EDUCATION — CONFÉRENCE CANADIENNE SUR L'ÉDUCATION. 2nd. Montreal, March 4-8, 1962. **Report - Rapport.** [See 37 N (71)]

37 A (728.1) Educational Systems (Guatemala)

CHAVARRÍA FLORES, Manuel. **Cuestionario de pedagogia.** [See 37 I]

37 A (47 + ∞) Educational Systems (USSR & Various Countries) — 37 C Life and Work of Educationists

DEWEY, John. **Impressions of Soviet Russia and the revolutionary world, Mexico - China - Turkey, 1929.** Introduction and notes by William W. Brickmann. (New York), Columbia University, Teachers College, Bureau of Publications, (1964). 178 p., bibl. (12 p.), notes. (Comparative Education Studies). — Fresh edition of a work first published in 1929 by The New Republic, Inc., New York, and containing John Dewey's impressions concerning the consequences of the revolutions in the USSR, Mexico, China and Turkey, particularly in so far as the educational systems were affected. The introduction by W. Brickmann deals with John Dewey and overseas education. (See IBE Bulletin No. 21). (IBE)

37 A (42) Educational Systems (United Kingdom)

**The education authorities directory and annual 1964.** [See 37 E (42)]

37 A (430.3) Educational Systems (German Democratic Republic)

**Education in the German Democratic Republic.** Leipzig, VEB Edition, 1962. 182 p., fig., tabl., bibl. — History of the school reform by which socialist education was in 1945 introduced in the German Democratic Republic. Basic problems which in the teaching, methods and school policy have been raised for the education authorities by the reform. Polytechnical training of schoolchildren; general aims of socialist education; content of curricula from pre-primary to university level; education outside the school; adult education. (IBE)

37 A (494) Educational Systems (Switzerland)

**Etudes pédagogiques 1962.** [See 37 G (494)]

37 A (71) Educational Systems (Canada)

FÉDÉRATION DES COLLÈGES CLASSIQUES, Montréal. **Notre réforme scolaire. I. Les cadres généraux. II. L'enseignement classique.** [See 371.42 (71)]

37 A (675) Educational Systems (Congo/Leopoldville)

GEORIS, Pol. **Essai d'acculturation par l'enseignement primaire au Congo.** [See 372 (675)]

37 A (430.2) Educational Systems (Federal Republic of Germany)

GERMANY (Federal Republic of). STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BUNDESREPUBLIK DEUTSCHLAND. **Kulturpolitik der Länder 1961 und 1962.** [See 379.5 (430.2)]

37 A (47) Educational Systems — 371.42 (47) School Reform (USSR)

GONČAROV, N. K. **La instrucción pública en la Unión Soviética.** La Habana, Ministerio de Educación, Departamento de Publicaciones, 1961. 74 p., tabl. (Folletos para maestros). — Spanish translation of an address on the Soviet school delivered in Russian by Professor Goncharov at the Tashkent International Seminar in April 1961. (IBE)

37 A (44) Educational Systems (France)

GRANDPIERRE, André. **Une éducation pour notre temps.** [See 371.42 (44)]

37 A (47) Educational Systems (USSR)

HANS, Nicholas. **The Russian tradition in education.** [See 37 B (47)]

37 A (51) Educational Systems — 379.81 (51) The School and Politics — 377.345 (51) Communist Education (Chinese People's Republic)

HU, Chang-Tu (Ed.). **Chinese education under communism.** New York, Bureau of Publications, Teachers College, Columbia University, (1962). VIII+157 p., fig., bibl., notes. (Classics in Education No. 7). — After outlining the history of education in traditional China, a history characterised during a period of 2000 years by continuity and the absence of any fundamental change, Professor Hu examines the ideologies and principles which underlie education in communist China (dialectic materialism, the search for knowledge through practical experience, the development of a proletarian, national and scientific culture). Education's role in the creation of communist China: political education on the one hand, education for the purposes of production on the other, since all the nation's human resources must be mobilised. At the time of the " great leap forward " in 1958 education was decentralised and became for the most part a matter for the " communes ". In the appendix are some articles by Mao Tse-Tung and other contemporary Chinese thinkers. (IBE)

37 A (676.2+676.1+678.2) EDUCATIONAL SYSTEMS (KENYA, UGANDA & TANGANYIKA)

HUNTER, Guy. **Education for a developing region.** A study in East Africa. London, George Allen and Unwin, (1963). XVI+119 p., tabl., ind., app. (Political and Economic Planning — The Institute of Race Relations). — Study on education in Kenya, Uganda and Tanganyika. Among the topics to receive particular attention: (a) plans and ambitions of governments in East Africa; (b) present systems and programmes of education and vocational training, together with the changes contemplated; (c) training of the administrative, technical, scientific and senior personnel required to replace foreign personnel; (d) organization of education and vocational training overseas for African students; (e) the living conditions abroad, the scholarships and living allowances offered to students by different countries. In conclusion, the administrative consequences which the extension of education has in East Africa. (IBE)

37 A (∞) EDUCATIONAL SYSTEMS (VARIOUS COUNTRIES)

**International yearbook of education.** Vol. XXV, 1963. [See 37 G (∞)]

37 A (52) EDUCATIONAL SYSTEMS (JAPAN)

JAPAN. JAPANESE NATIONAL COMMISSION FOR UNESCO. **Development of modern system of education in Japan.** [See 37 B (52)]

37 A (519.1) EDUCATIONAL SYSTEMS (REPUBLIC OF KOREA)

KIM, Sung-il (Ed.). **Education in Korea.** Seoul, Ministry of Education & National Commission for Unesco, 1962. 100 p., fig., tabl., app. — Report on education in Korea. A short history of the country under Japanese domination shows the efforts and progress made in the field of education since 1948. Prior to this very few Koreans had an opportunity of studying at higher level since they were destined to take up manual occupations. The official language was Japanese and in 1941 Korean was not even allowed to be spoken in schools. Consequently at the time of the liberation there was a dire shortage of teachers, no school literature in the national language, no schools and it was necessary to make a complete start in order to combat illiteracy. Other information in the report: details of the five-year plan (1961) for education; comparative statistical tables; list of the different types of schools; their respective curricula. (IBE)

37 A (47+∞) EDUCATIONAL SYSTEMS (USSR & VARIOUS COUNTRIES) — 377.345 COMMUNIST EDUCATION

KING, Edmund J. (Ed.). **Communist education.** London, Methuen & Co., (1963). VIII+309 p., ind. — Survey by several contributors who all, many of them several times, had made visits to one or more of the people's democracies in order to study the respective educational systems either as a whole or in some particular aspect. The different chapters are devoted to (1) the concept of ideology in communist education (E. King), (2) Soviet educational psychology (N. O'Connor), (3) Russian children at home and in school (M. Waddington), (4) the traditional and the distinctive in Soviet education (W. R. Fraser), (5) the role, status and training of teachers in the U.S.S.R. (A. E. Adams), (6) selection and differentiation in Soviet schools (J. J. Figueroa), (7) the polytechnical principle (K.F. Smart), (8) higher education (C.L. Wrenn), (9) East Germany — distinctive features (D. Johnston), (10) Poland — a statement of aims and achievements (B. Suchodolski), (11) China (J.A. Lauwerys) and (12) common ground between communist and Western education (J. Katz). (IBE)

37 A (∞) Educational Systems — 371.42 (∞) School Reform — 370.48 (∞) Comparative Education Research (Various Countries)

KING, Edmund J. **Other schools and ours.** Rev. ed. New York, [etc.], Holt, Rinehart and Winston, (1963). xii+253 p., pl., bibl., ind., notes. — Second and revised edition of this work, first published in 1958 by Rinehart & Co., New York. (See IBE Bulletin No. 134). (IBE)

37 A (∞) Educational Systems — 370.48 (∞) Comparative Education Research (Various Countries)

KING, Edmund J. **World perspectives in education.** London, Methuen & Co., (1962). 380 p., ind., notes, app. — Analysis in the nature both of comparative education research and of a record of educational principles. The author takes certain of these principles which have occupied educators throughout all time and examines them against the spectrum of international experience. The book is intended not only for educators in all countries but also for all men and women who are concerned with public affairs and must be informed on everything related to education. Of the opinion that on the threshold of the second phase of the industrial revolution – the social adjustment phase – education must not be regarded merely from the national aspect, the author analyses the perspectives of education in its international aspect and explains the resulting responsibilities and implications. Sections of the book: (1) introductory; (2) the social context; (3) the effect on schools; (4) the study of education as a personal and social leaven; (5) teachers in a world of change. An essay "The Gentleman" reflects one aspect of social change as seen by the author. (IBE)

37 A (73) Educational Systems — 370.3 (73) Philosophy of Education (United States) — 370 Theory of Education

KNELLER, George F. (Ed.). **Foundations of education.** New York & London, John Wiley and Sons, (1963). xiv+650 p., tabl., bibl., ind., notes. — The theoretical, social and pratical bases for a science of education are proposed by nineteen American faculty professors, who show how education embraces all the cultural aspects which contribute to man's history, his thinking and his activities. This discipline is an intellectual and systematic subject comparable in all respects with the academic disciplines. The educational purpose of the book is manifest from the historical outline of how the educational system has evolved in the United States as well as from an analysis of the system's philosophical, theoretical and sociological bases and a discussion of technology in developed or developing societies. (IBE)

37 A (494) Educational Systems (Switzerland) — 371.02 Education at Home

KUNZ, Johannes (Hrsg.). **Unser Kind im Schulalter.** Orientierungen und Hinweise für Eltern mit Kindern, im Volksschulalter (7-15 Jahre). Zürich, Ex-Libris Verlag, (cop. 1961). 326 p., fig., pl., bibl. (19 p.). — Twenty collected articles dealing with education in the home and at school in Switzerland. Each of the authors, whether teacher, psychologist or physician, is in close contact with today's youth and is familiar with its problems; moreover, themes and examples were chosen in view of their present interest and significance. They cover almost all the problems arising at each stage of development and show how parents and children can often unite their efforts to overcome obstacles. Special cases, of a more or less serious nature, are also considered: stuttering; mental or physical handicap, etc. In addition, parents are given information on how to find the help and possible financial assistance which they require. (IBE)

37 A (∞) Educational Systems — 370.48 (∞) Comparative Education Research (Various Countries)

LONDON AND HOME COUNTIES. REGIONAL ADVISORY COUNCIL FOR TECHNOLOGICAL EDUCATION. **Learning from Europe.** A brief comparative survey... (The Netherlands; W. Germany; Switzerland; France; Sweden). London, Tavistock House South, 1963. 19 p. — Comparative study showing (1) that in the Netherlands, France, Switzerland and Sweden there is no tendency to replace the "all-age primary school" by adoption of the pattern of "secondary education for all" existing in Great Britain and (2) that is these countries, whereas the requirements for admission to institutions of higher education are more rigid than in the United Kingdom the school curriculum on the other hand has a more technical and vocational bias. (IBE)

37 A (41) Educational Systems (Scotland)

MACKINTOSH, M. **Education in Scotland.** [See 37 B (41)]

37 A (∞) Educational Systems (Various Countries)

MAGNINO, Leo. **La scuola dell'obbligo nei vari paesi del mondo.** [See 379.61 (∞)]

37 A (47) Educational Systems (USSR)

MOOS, Elizabeth. **Education in the Soviet Union.** New York, National Council of American-Soviet Friendship, 1963. 108 p., fig., bibl. — Account by the author following her third visit to many of the republics in the Soviet Union for the purpose of educational research. She was particularly impressed by the rapidity with which the educational reform had at all levels been given effect: (a) setting up of schools and leisure centres; (b) teacher training and adult education; (c) relaxed climate prevailing in the institutions, orphanages, nursery schools, etc.; (d) success obtained in the education of children suffering from psychic disorders and other handicaps as well as in the re-education of young delinquents. (IBE)

37 A (485) Educational Systems (Sweden)

ORRING, Jonas. **Comprehensive school and continuation schools in Sweden.** [See 379.66 (485)]

37 A (6) Educational Systems (Africa)

**Phelps-Stokes reports on education in Africa.** Abridged, with an introduction by L.J. Lewis. London, [etc.], Oxford University Press, 1962. 213 p. — Abridged extracts from two reports which were made, one in 1922 (relating to the western part of Africa) and the other in 1924 (relating to the eastern part). Principal matters with which the extracts deal: Africa and education; adaptation of education to the needs of the local community; organization and school supervision; education of the masses; training for national leadership; cooperation for the education of African peoples; education of African women and girls. (IBE)

37 A (54) Educational Systems (India)

RAMANATHAN, G. **Education from Dewey to Gandhi.** [See 371.08]

37 A (931) Educational Systems — 379.9 (931) Official Documents on Educational Matters (New Zealand)

**Report of the Commission on Education in New Zealand.** Wellington, R. E. Owen, Government Printer, 1962. xix+885 p., fig., tabl., ind., app. — Final report of the Commission on Education in New Zealand set up on 15th February, 1960, to give its opinion on a great many educational matters and with special reference to the urgent one of primary teachers and their recruitment. The questions examined are arranged in six sections: (1) Public education in New Zealand: some governing views; growth and output of schools; administration of education; educational finance. (2) The organization of the school system; work of the schools; technical education; Maori education; rural and agricultural education; special education. (3) The pre-service and in-service training of teachers; the teaching profession, its status, salaries and conditions. (4) Research in education. (5) School buildings and their community use; delinquency and the schools; religious teaching in state schools; state aid to private schools. (6) Summary of the recommendations listed at the end of each chapter; summary of the recommendations in the 1960 interim report. (IBE)

37 A (87) Educational Systems — 37 B (87) History of Education (Venezuela)

SÁNCHEZ, George I. **The development of education in Venezuela.** (Washington), U.S. Office of Education, (1963). x+114 p., bibl. (OE-14086, Bulletin 1963, No. 7). — Although statistics in Venezuela reveal that much remains to be done in providing for education, the historical antecedents show that after the revolution in 1958 it was necessary to plan the work of reconstruction on ground practically barren as regards education (60% of the population being illiterate). Matters examined in the present report: (a) the nature and composition of the central school administration and its agencies; (b) the planning of the education system; (c) the initial results (1960-61) due to implementation of the programmes planned; (d) the literacy campaign and adult education in rural areas. (IBE)

37 A (55) Educational Systems (Iran)

SASSANI, Abul H. K. **Education in Iran.** (Washington), U.S. Office of Education, (1963). III+32 p., tabl., bibl. (OE-14081, Bulletin 1963, No. 18). — Picture of Iran from the geographical, economic, demographic, and political points of view followed by a study of the educational development. Traditional and based on the teaching of religion and ethics, education did not make much progress until the 19th century, when a stimulus to culture was given by France. Under the influence of American philanthropic and technical organizations, after the second world war, the educational system became modelled on the American pattern. Description of the ordinary school system (curricula at primary and secondary levels, etc.). (IBE)

37 A (47) Educational Systems — 371.44 (47) Systems distinguished by their social Aims: polytechnical instruction — 373.19 (47) Education combining general culture and vocational training — 375.9 (47) Techniques taught at School (USSR)

SHAPOVALENKO, S.G. (Ed.). **Polytechnical education in the U.S.S.R.** (Paris), Unesco, (1963). 433 p., fig., pl., tabl., bibl. (11 p.), app. (Monographs on education). — Under the 1958 school reform in the U.S.S.R. the duration of compulsory education has been extended by one year (eight-year instead of seven-year school), while the polytechnical and vocational nature of secondary education has received emphasis. The aim of the reform is, while ensuring the high standard of instruction as regards general education, to provide for still closer connection between the school and the requirements of the nation's industrial life such as these are envisaged in a communist society. Different authors, all members of the USSR Academy of Pedagogical Sciences, describe not only the aims, principles, methods and various types of polytechnical education but also the structure of the new curriculum and the content of the main subjects. In the appendix: the text of the new law; the respective statutes relating to the eight-year school, the secondary general education polytechnical school and the evening secondary school; a long reference list in regard to the matters treated. (IBE)

37 A (73) Educational Systems — 37 E (73) Reference Books (United States)

SMITH, Edward W; KROUSE, Stanley W. Jr. & ATKINSON, Mark M. **The educator's encyclopedia.** Englewood Cliffs, N. J., Prentice-Hall, (1962). XVII+914 p., tabl., bibl. (15 p.), gloss., ind., app. — Encyclopaedia for educators in general. The information relates to all aspects of elementary and secondary education in the United States and is arranged under the following headings: philosophy and objectives; school organization; staff organization; professional growth; curricular areas; instructional improvement; evaluation and measurement (tests, etc.); students; pupil personnel services; child growth and development; teaching; classroom management; materials and resources (audio-visual material); student activities; community-school relations. Use of the volume is facilitated by the index, glossary and alphabetically classified subject sections, etc. (IBE)

37 A (∞) Educational Systems (Various Countries)

UNESCO. **International guide to educational documentation. 1955-1960.** [See 37 L (∞)]

37 A (89) Educational Systems (Paraguay)

UZCATEGUI, Emilio. **Panorama de la educación paraguaya.** 2a ed. ampliada y corregida. Asunción, Imprenta Nacional, 1959. 229 p., tabl., bibl. — Second edition of a work in which after an introductory discussion of Paraguay's geography, population, legislation, historical background, etc. a thorough analysis is made of her educational system. Administrative structure; financing of the educational institutions; number of schools, teachers and pupils; former and new curricula; training of teaching staff for the different levels of education. Future trends. The work of the Paraguayan educator Ramón I. Cardozo and his influence on education in Paraguay and in America generally. (IBE)

### 37 A (47) Educational Systems (USSR)

WILOCH, J. Tadeusz. **Radziecki system oświatowo wychowawczy.** Warszawa, Państwowe wydawnictwo naukowe, 1962. 195 p., fig., tabl., bibl., notes. — Account of the present educational system and the teaching methods used in the USSR. This system is characterized by a continuity which makes it possible for pupils who finish the eight-year school, or who have interrupted their studies, to take them up again at any time either at secondary or university level. The intention is that secondary education become universal by being made accessible to everyone, including apprentices and workers in cities and rural areas. Such studies are closely connected with the practical training necessary to the development of economic activity and should ensure a general and polytechnical education which will gradually eliminate cultural differences regardless of fields of specialisation. (IBE)

### 37 A (47) Educational Systems — 37 B (47) History of Education (USSR) — 37 D Bibliography

WITTIG, Horst E. **Das Bildungswesen der UdSSR.** Literatur zur Einführung in die ideologischen, historischen, politischen Grundlagen und pädagogischen Probleme des russischen und sowjetischen Bildungswesens. Frankfurt a.M., Hochschule für Internationale Pädagogische Forschung, (cop. 1960). 185 p. ron. — Selected bibliography of works and articles published in the USSR and other Eastern countries and which constitute a general introduction to the history and study of educational problems as well of the political and ideological principles first of Russian, then of Soviet education. Included are not only certain works of Marx, Engels, Lenin, Makarenko and those who succeeded them but also some publications on the " polytechnisation " of education. (IBE)

### 37 A (∞) Educational Systems — 373 (∞) Secondary Education — 379.96 (∞) Educational Statistics — 370.48 (∞) Comparative Education Research — 37 E (∞) Reference Books (Various Countries)

**World survey of education.** III. **Secondary education.** (Paris), Unesco, (1963). 1482 p., fig., tabl., bibl., gloss., ind. — Third volume, in its English edition, of " World survey of education ", a series of reference books regularly published by Unesco on organization of the different educational systems. The purpose of this important publication is two-fold, it being to give (a) a world view of secondary education and (b) a more detailed view of all types of schooling or instruction provided at this level in every country and territory of the world. The volume opens with several international studies. These are followed by some 200 chapters of a national character relating respectively to the different political or territorial units which possess a distinct school system. Besides an account of the school system as a whole and a more detailed account of the organization, administration and financing of education, each chapter includes a glossary, statistical tables and summaries as well as a diagram of the school organization. In each case there is also an outline of the facts which since the beginning of the 20th century have marked the development of education, while an account is given both of recent trends and of the problems which are encountered particularly in secondary education. (IBE)

### 37 A (430.2) Educational Systems — 371.42 (430.2) School Reform (Federal Republic of Germany)

ZEIDLER, Kurt. **Plädoyer für die Schule.** Eine Orientierung für jedermann. Braunschweig, Georg Westermann Verlag, 1962. 160 p., ind. — In the Federal Republic of Germany the « over-all plan for reorganization and simplification of the official system of general culture education" (*Rahmenplan*), which was submitted in 1959 by the German Committee for Education and Instruction, produced and is still producing many reactions and discussions in the press. The present publication gives a general picture of the current educational situation and shows in particular the main questions raised: arguments for and against schools with productive efficiency; some teaching problems; the school considered as a place for meeting and associating and as a protector of standards; foreign concepts which find little acceptance in Germany (comprehensive school, whole-day school); careful adjustment of the German educational system to a changed world, taking into account the "*Rahmenplan*" and the "Bremen Plan". (IBE)

### 37 B History of Education

AICK, Gerhard. **Die Befreiung des Kindes.** [See 371.735]

37 B (437) History of Education (Czechoslovakia)

APANASEWICZ, Nellie & ROSEN, Seymour M. **Education in Czechoslovakia.** [See 37 A (437)]

37 B (44+ ∞) History of Education (France and Various Countries)

ARNOLD, Matthew. **Democratic education.** [See 372 (44+ ∞)]

37 B ( ∞) History of Education (Various Countries)

ASHBY, Eric. **Community of universities.** [See 378 ( ∞)]

37 B (73+ ∞) History of Education — 37 A (73) Educational Systems (United States and Various Countries)

ATKINSON, Caroll & MALESKA, Eugen T. **The story of education.** Philadelphia & New York, Chilton Co., Book Division, (1962). xiii+492 p., ind. — Story of the men, the cultures, the world events and other major factors which in one way or another have had an influence on education generally and on that in the United States in particular. Topics dealt with in this educational treatise: (a) history of education; (b) evolution of education in America; (c) evolution of education in the United Kingdom, Germany, France and the USSR; (d) organization and administration of education in America; (e) psychological theories which have influenced education in general; (f) teaching as a profession in the United States; (g) current trends and issues in American education. (IBE)

37 B (42) History of Education (United Kingdom)

BEALES, A.C.F. **Education under penalty.** [See 371.452 (42)]

37 B History of Education — 370.3 Philosophy of Education

BERTIN, Giovanni Maria. **La pedagogia umanistica europea nei secoli XV e XVI.** Milano, Marzorati, 1961. 376 p., bibl. notes, app. — Humanist education in Europe during the 15th and 16th centuries. The book brings back these two centuries during which, nourished by the ancient ideal, the humanities encouraged the blossoming forth of the human qualities. A discussion of the great educational " trends " (humanism and the Renaissance, the Reformation and Counter Reformation) in Italy and Europe is supplemented by a selection of texts including the little known educational writings of Melanchthon, Zwingli and Calvin. (IBE)

37 B (45) History of Education — 379.6 (45) School Policy from the Social Point of View — 379.8 (45) School Policy and State Problems (Italy)

BERTONI JOVINE, Dina. **La scuola italiana dal 1870 ai giorni nostri.** Roma, Editori riuniti, (1958). 500 p., pl., bibl. notes, ind. (Orientamenti). — Discussion of the educational trends which since 1870 have marked the development of Italian school education. What is presented is not so much an analysis of methods but rather a critical appraisal of the social and political movements which favoured or hindered educational development. While paying tribute to the many educators who introduced changes in favour of education having a more personal and liberal nature, the author laments the slowness with which education developed due to the fact that the " educational conscience " was not yet sufficiently wide-spread to create a truly popular effort in favour of education and eliminate all discrimination. (IBE)

37 B History of Education

BLÄTTNER, Fritz. **Die Methoden des Unterrichts in der Jugendschule.** [See 371.30]

37 B History of Education

BLÄTTNER, Fritz. **Storia della pedagogia moderna e contemporanea.** 2a. ed. Traduzione di I. C. Angle e P. Massimi. Roma, Armando Armando editore, 1961. 437 p., bibl., notes, ind. (" I problemi della pedagogia", Vol. 47). — Italian translation of a work first published in 1951 under the title " Geschichte der Pädagogik " by Quelle & Meyer, Heidelberg. (See IBE Bulletin No. 105). (IBE)

37 B (45) History of Education (Italy)

CALOGERO, Giuseppe. **Pedagogisti italiani contemporanei.** [See 37 C]

37 B (45) HISTORY OF EDUCATION (ITALY)

CARBONARO, Salvatore. **Problemi attuali di diritto scolastico.** [See 379.91 (45)]

37 B (45) HISTORY OF EDUCATION (ITALY)

CATTANEO, Carlo. **Scritti sull'educazione e sull'istruzione.** [See 37 I]

37 B (73) HISTORY OF EDUCATION (UNITED STATES)

CONANT, James B. **Thomas Jefferson and the development of American public education.** Berkeley & Los Angeles, University of California Press, 1962. x+164 p., bibl., ind., notes, app. (Jefferson Memorial Lectures). — A work based on three lectures delivered by the author, who shows with regard to evolution in the pattern of American public education the relevancy of Jefferson's educational ideas, for example his free advanced education for selected pupils, idea formerly unpopular but today reflected in the need to identify the most able pupils and educate them at public expense. Appended is a collection of Jefferson's educational writings. (IBE)

37 B (42) HISTORY OF EDUCATION (UNITED KINGDOM/ENGLAND)

CRUICKSHANK, Marjorie. **Church and state in English education.** [See 379.7 (42)]

37 B (42) HISTORY OF EDUCATION (UNITED KINGDOM)

CURTIS, S.J. **History of education in Great Britain.** 5th ed. London, University Tutorial Press, (1963). VII+706 p., fig., tabl., bibl. (23 p.), ind., chronol. tabl. — Fifth edition of a history of education in the United Kingdom. It may be regarded as consisting of seven main sections: I. Mediaeval education; schools and universities in the Tudor period; religious and social crises affecting the lives of children; the philanthropic movement; school reforms; state intervention in secondary education. II. The Revised Code (1862); founding of a national educational system (1895-1902); development of this system until 1944. III. General situation as regards all categories of education within the context of circumstances arising from the war (removal of schoolchildren to safety areas, shortage of teachers, return of servicemen, etc.). Analysis of the 1944 Education Act, its implementation up to the present, its implications for the future, the amendments made to it as a result of the changed circumstances since 1944. IV. Adult education; development of scientific and technical education. V. Review of the historical and religious circumstances which gave rise to the Education (Scotland) Act. VI. Education in the armed forces during the war and in peace time. VII. A new chapter dealing with recent developments in British education. (IBE)

37 B HISTORY OF EDUCATION

ELLERT, Gerhart. **Das Abenteuer des Forschens.** [See 378]

37 B (944) HISTORY OF EDUCATION — 378 (94) HIGHER EDUCATION — 375.42 (94) HISTORY (AUSTRALIA) — 379 (44) SCHOOL ADMINISTRATION (FRANCE)

FRENCH, E.L. (Ed.). **Melbourne studies in education, 1960—1961.** Melbourne, University Press, (1962). XI+266 p., pl., bibl. notes, ind. — Fourth volume in a series dealing mainly with educational problems in Australia. The eleven studies relate to four principal topics: (1) necessity of reviewing the whole educational system in New South Wales and in particular the 1866 and 1880 education acts; (2) development of Australian universities; research undertaken on the causes of students' failures; (3) educational trends in France and Communist China; English as a foreign language; (4) critical study of history teaching; problem of distance and isolation in Queensland; politics in South Australia prior to federation; account of a life devoted to progress in Western Australia. (IBE)

37 B (45) HISTORY OF EDUCATION (ITALY)

GAMBARO, A.; CALO, G. & AGAZZI, A. **Ferrante Aporti nel primo centenario della morte.** [See 37 C]

37 B HISTORY OF EDUCATION

GEYMONAT, Ludovico & TISATO, Renato. **Filosofia e pedagogia nella storia della civiltà.** Volume primo: **Periodo antico e medioevale.** Volume secondo: **Dal Rinascimento al secolo XXVIII.** [See 370.3]

### 37 B History of Education

GONČAROV, N.K. **Istoriko-pedagogičeskie očerki.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 248 p., bibl. notes. — Historical work on education. Educational ideas of Plato, Aristotle, Comenius, Locke, Helvetius and the most outstanding Russian educators. (IBE)

### 37 B (73) History of Education (United States)

GOOD, H. G. **A history of American education.** 2nd ed. New York, The Macmillan Co., (1962). x+610 p., fig., pl., tabl., bibl., ind. — Second edition of a history of education in the United States. (See IBE Bulletin No. 123). (IBE)

### 37 B (729) History of Education (West Indies)

GORDON, Shirley C. (Comp.). **A century of West Indian education.** A source book. (London, [etc.]), Longmans, (1963). VIII+312 p., tabl., ind. — Systematically compiled account of the measures which the British government has taken between 1833 and the present day in regard to the setting up and maintenance of schools at all levels in the country's West Indian colonies. Main difficulties connected on the one hand with the population, still almost illiterate in 1833, and on the other with the training of teachers. (IBE)

### 37 B (494.24) History of Education (Switzerland/Bern)

GUÉNIAT, Edmond. **L'école normale d'instituteurs du Jura-Porrentruy de 1937 à 1962.** [See 371.121 (494.24)]

### 37 B (47) History of Education — 37 A (47) Educational Systems (USSR)

HANS, Nicholas. **The Russian tradition in education.** London, Routledge & Kegan Paul, (1963). VII+196 p., bibl., ind. — Historical discussion of Russian education (Peter the Great to Khruschev) intended to show how underlying the great diversity in philosophical trends and political regimes there is in education a Russian national tradition which does not vary. Whether it be the humanist tendency (Pirogov), the national tendency (Ushinsky), the moral tendency (Tolstoy), the materialistic and liberal tendencies or, finally, the Soviet " labour school " (Makarenko), the author, formely professor of comparative education at the London University Institute of Education, maintains that the Russian tradition and methods of " Russification " are always dominant. He concludes that it would be wrong to consider the Soviet system of education as something entirely new and a product of Marxism. In the present system too there are elements of the traditional historical past which are inherent in the Russian character and of which the system is largely the natural result. (IBE)

### 37 B (73) History of Education (United States)

HEALEY, Robert M. **Jefferson on religion in public education.** [See 379.7 (73)]

### 37 B (43) History of Education (Germany)

HELLING, Fritz. **Neue Allgemeinbildung.** [See 373.2 (43+430.2)]

### 37 B (43) History of Education (Germany)

HORNUNG, Klaus. **Etappen politischer Pädagogik in Deutschland.** [See 377.34 (43+430.2)]

### 37 B (52) History of Education — 37 A (52) Educational Systems — 371.42 (52) School Reform (Japan)

JAPAN. JAPANESE NATIONAL COMMISSION FOR UNESCO. **Development of modern system of education in Japan.** (Tokyo), Japanese National Commission for Unesco, 1960. 96 p., tabl. — Historical outline of the development in fundamental ideology and of the different stages in the modernisation of education in Japan. Introduced reforms relate particularly to technical education, teacher training, methods, the curriculum, school administration, the democratisation of education, etc. Problems which must be dealt with today by those responsible for education in Japan. (IBE)

37 B (42) History of Education (United Kingdom)

KELLY, Thomas. **A history of adult education in Great Britain.** [See 374 (42)]

37 B (439) History of Education (Hungary)

KOVÁCS, Endre (Ed.). **Comenius Magyarországon.** [See 370]

37 B (42+73) History of Education (United Kingdom & United States)

KURDYBACHA, Łukasz. **Z dziejów laicyzacji óswiaty.** [See 379.75 (42+73)]

37 B History of Education

LAENG, Mauro. **Problemi di struttura della pedagogia.** [See 370]

37 B (87) History of Education — 379.61 (87) The Right to Education. Compulsory Schooling (Venezuela)

LEMMO, Angelina. **La educación en Venezuela en 1870.** Caracas, Universidad central de Venezuela, Facultad de humanidades y educación, 1961. 194 p., tabl., facs., bibl., app. (Publicaciones del Instituto de antropologia e historia, Serie de historia). — History of education in Venezuela from the decree of 27th June, 1870, on free and compulsory public education to 1875, year in which the Ministry of Education published an extremely important statistical report on the development of education during that five-year period. Outline of trends gradually giving rise to the concept of free, compulsory and secular education. Detailed analysis of decrees issued in the State of Guyana with a view to the practical application of these principles. One section deals with the characteristics of the Venezuelan publication "*El Abecé*" which was the organ for disseminating the educational ideas of the time. In the appendix: legislative texts, facsimiles and reproductions of some issues of "*El Abecé*". (IBE)

37 B (438) History of Education (Poland) — 37 C Life and Work of Educationists

LEWIN, A. **Makarenko w Polsce.** Warszawa, " Nasza Księgarnia ", 1962. 267 p., bibl. (18 p.), notes. — Historical study and critical appraisal of the influence, both theoretical and practical, exerted in Poland by the Soviet educator Makarenko. Discussions raised in regard to his doctrine and its application in circumstances other than those in which he practised it himself. The book shows how Makarenko's work on the whole assumes an importance which extends beyond the confines of the national setting. (IBE)

37 B History of Education — 370.3 Philosophy of Education

LICHSTENSTEIN, Ernst. **Bildungsgeschichtliche Perspektiven.** Glaube und Bildung — Bildung als geschichtliche Begegnung. Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1962). x+187 p., bibl. notes (12 p.). — Collection of studies presented during a period of some thirty years on education as a historical process and on its philosophical, cultural, theological and social bases. In this "substratum" can be seen the various motives underlying the educational systems which have left their mark on history, at the time of Christianity's arrival in the West, at the time of the penetration and impact of German thinking and then during the period of modern scientific progress. These historical backgrounds reflect vital forces which have left a stamp of spirituality on some or other aspect of contemporary history. Considering first the problems of antiquity, the Reformation and modern times and through such men as Clement of Alexandria, Luther, Goethe, Pestalozzi and Herder it is possible to envisage some future trends in the problem of culture itself and gain a general idea of its origins. (IBE)

37 B (41) History of Education — 37 A (41) Educational Systems (Scotland)

MACKINTOSH, M. **Education in Scotland.** Yesterday and today. Glasgow, Robert Gibson & Sons, (1962). viii+248 p., fig., tabl., bibl., gloss., ind., app. — Historical account and a discussion of the Scottish educational system: traditions; those who by their energy, idealism, learning or wealth have been throughout the centuries the pioneers and benefactors of Scottish school education. Description of the different aspects of education: administration and financing of education; education at the different levels (day school code, junior secondary and senior secondary education, comprehensive school, advanced technical education); problem of maladjusted children; juvenile delinquency, etc. List of the principal educational enactments from 1494 to 1946. (IBE)

37 B (493) History of Education — 379.8 (493) School Policy and State Problems (Belgium)

MALLINSON, Vernon. **Power & politics in Belgian education.** 1815 to 1961. London, [etc.], Heinemann, (1963). xi+253 p., fig., tabl., bibl., ind., app. — Analysis of Belgian school policy and administration from 1815 to 1961 in the light of history, traditions and the social, economic and political forces which have influenced this country's development. Linguistic, religious, political and economic problems which the education authorities have encountered and must still confront. Discussion of the educational situation in the Congo and of the 1959 Belgian Schools Pact. (IBE)

37 B (81) History of Education (Brazil)

MATTOS, Luiz Alves de. **Primórdios da educação no Brasil.** O período heróico (1549 a 1570). Rio de Janeiro, Gráfica editôra Aurora, 1958. 306 p., bibl. — History of the first era of education in Brazil. This so-called "heroic" period extends from 1549 when the first Jesuit missionaries arrived with Father Manuel da Nobrega until the latter's death in 1570. It was in this year too that were provided regular courses leading to a baccalaureate and a master of arts degree at the larger colleges in Bahia. (1) Foundations of an educational system and the opening of two colleges; (2) new administrative policy; (3) biographies of Brazil's first educators (Martinote, Vicente Rijo, José de Anchieta); (4) end of the "heroic" period, discussion of its features. (IBE)

37 B (54) History of Education (India)

MISRA, Atmanand. **Educational finance in India.** [See 379.32 (54)]

37 B (87) History of Education (Venezuela)

MUDARRA, Miguel Angel. **Historia de la legislación escolar contemporanea en Venezuela.** [See 379.91 (87)]

37 B History of Education

NAGY, Sándor. **Az oktatási folyamatra vonatkosó nézetek történeti alakulása és mai helyzete.** [See 371.30]

37 B (438) History of Education (Poland)

NEWERLY, I.; KAMIŃSKY, Al. & ZELAZKO, Wł. **Samorząd uczniowski w systemie wychowawczym Korczaka.** [See 371.59 (438)]

37 B History of Education

OKOŃ, Wincenty & SUCHODOLSKI, Bogdan (Ed.). **Studia nad pedagogika XX wieku.** [See 370]

37 B (439) History of Education (Hungary)

OROSZ, Lajos. **A magyar nőnevelés úttörői.** [See 376.1 (439)]

37 B (42) History of Education (United Kingdom)

PRITCHARD, D.G. **Education and the handicapped 1760-1960.** [See 371.90 (42)]

37 B (45) History of Education — 379.91 (45) Educational Legislation (Italy)

ROBAUD, Enzo. **Disegno storico della scuola italiana.** Riferimenti cronologici, legislativi e bibliografici. Firenze, Felice Le Monnier, (1961). 149 p., tabl., bibl. (15 p.), notes. (Collana " Storia della scuola italiana ", 1). — First volume of a series of studies devoted to different aspects in the development of the Italian school. Professor Robaud gives an explanation, based on an ample bibliography, of the social, political and economic factors which have resulted in the transformation and development of educational institutions as well as in the legislative and administrative structure of public education in Italy. (IBE)

37 B (44) History of Education (France)

RULON, H.-C. & FRIOT, Ph. **Un siècle de pédagogie dans les écoles primaires (1820-1940).** [See 372 (44)]

37 B (47) History of Education (USSR)

ŠACKIJ, S.T. **Pedagogičeskie sočinenija.** [See 37 I]

37 B (87) History of Education (Venezuela)

SÁNCHEZ, George I. **The development of education in Venezuela.** [See 37 A (87)]

37 B (8) History of Education (South America)

SANHUEZA, G. et al. **Sarmiento y la educación pública.** [See 37 C]

37 B (569.4) History of Education (Israel)

STANNER, Ruth. **The legal basis of education in Israel.** [See 379.91 (569.4)]

37 B (492) History of Education (Netherlands)

STELLWAG, H.W.F. & GRIEND, Ir. P.C. van de. **De leraarsopleiding: knelpunt of raakvlak tussen universiteit en V.H.M.O.** [See 371.129 (492+430.2+42)]

37 B (438) History of Education — 370.7 (438) Educational Experimentation (Poland)

SUCHODOLSKI, Bogdan (Ed.). **Eksperymenty pedagogiczne w Polsce w latach 1900—1939.** Wrocław, [etc.], Zakład narodowy im. Ossolinskich, Wydawnictwo Polskiej Akademii nauk, 1963. 430 p., fig., bibl., notes, ind. (Źródła do dziejów myśli pedagogicznej, Tom VII). — Historical review of the educational experiments carried out between 1900 and 1939 in Poland. The facts for the period preceding her recovery of independence (1900—1919) relate principally to the Polish establishments in Austria-Hungary and to the educational activity more or less tolerated in the German and Russian empires, particularly that of the "*Ognisko*" (the hearth) organization, which was conspicuous mainly in Galicia but whose influence extended to all Poles living within the boundaries of the former kingdom. Most of the book deals with the schools which were opened or transformed between 1919 and 1939, particularly those which were outstanding for their research and achievement in various fields of modern pedagogy. (IBE)

37 B (439) History of Education (Hungary)

SZARVAS, P. (Ed.). **Acta Universitatis Debreceniensis de Ludovico Kossuth nominatae.** [See 37 I]

37 B History of Education

TROMBETTA, Michelangelo. **Storia della pedagogia.** Con citazioni e riassunti di opere classiche. Ed. aggiornata da Terenzio Sarasso. Torino, Luigi Druetto Libraio-editore, 1961. xi+668 p., ind. (Coltura filosofica e pedagogica). — Intended for teacher training school pupils and for teachers preparing written and oral examinations, this " History of Education " outlines the great educational movements from Antiquity until the most recent theories and their application. These studies relate to an era, to a well defined " trend ". The historical accounts are supplemented by a careful selection of texts. (IBE)

37 B History of Education

TUGGENER, Heinrich. **Der Lehrer.** [See 371.1]

37 B (43) History of Education (Germany)

UHLIG, Gottfried. **Bourgeoisie und Volksschule im Vormärz.** [See 379.81 (43)]

37 B (43) History of Education (Germany) — 37 C Life and Work of Educationists

VOGELHUBER, Oskar. **Geschichte der neueren Pädagogik.** 3. neubearb. Aufl. München, Franz Ehrenwirth Verlag, s.d. 447 p., pl., ind., app. — Third edition, rearranged, of a historical work on the development of education in Germany and on the major trends in thought underlying contemporary education. (See IBE Bulletin No. 95). (IBE)

37 B (43) History of Education (Germany)

WHANG, J.H. **Die Entwicklung der pädagogischen Soziologie in Deutschland.** [See 370.47]

37 B (42) History of Education (United Kingdom)

WHITE, A.C.T. **The story of army education, 1643-1963.** [See 374.61 (42)]

37 B History of Education — 370.3 Philosophy of Education — 371.42 (∞) School Reform (Various Countries)

WILDS, Elmer H. & LOTTICH, Kenneth V. **The foundations of modern education.** 3rd ed. New York, Holt, Rinehart and Winston, (1961). xv+491 p., bibl. notes, ind. — Third and revised edition of a work originally published in 1936 on the history and philosophy of education. Discussion of the various concepts of education formulated by the great educators and philosophers. Reforms introduced in certain educational systems as a result of scientific, social, economic, religious and political changes. The final chapter contains a general survey of contemporary ideologies and concepts now adopted in different countries. (IBE)

37 B (47) History of Education (USSR)

WITTIG, Horst E. **Das Bildungswesen der UdSSR.** [See 37 A (47)]

37 C Life and Work of Educationists

ABRAHAM, Karl (Hrsg.). **Gedanken zur Wirtschaftspädagogik.** [See 375.44]

37 C Life and Work of Educationists

ALESSANDRO, Vittorio d'. **Gino Ferretti e il rinnovamento della pedagogia.** [See 370.3]

37 C Life and Work of Educationists

ASSOCIAÇÃO BRASILEIRA DE EDUCAÇÃO (Ed.). **Um educador Brasileiro Lourenço Filho.** Livro jubilar. (São Paulo), Edições Melhoramentos, (1958). 231 p., 1 pl., chronol. tabl., bibl. (Obras completas de Lourenço Filho, Volume Preliminar). — Jubilee publication paying tribute to the great Brazilian educator Lourenço Filho. The contributors, consisting of authors, friends, colleagues and disciples, deal with Lourenço Filho's life and work in the following connections: his influence on educational life in Brazil and among its various educational centres and institutions; adolescents' education and adult education; psychology teaching; problems of reading and writing; social and ethical views; Lourenço Filho as writer; annotated bibliography of his works, etc. (IBE)

37 C Life and Work of Educationists

BARTH, Hans & ZOLLINGER, Max (Hrsg.). **Pestalozzi: Grundlehren über Mensch, Staat, Erziehung.** [See 37 I]

37 C Life and Work of Educationists — 17 Ethics

BAUSOLA, Adriano. **L'etica di John Dewey.** Milano, Società Editrice Vita e Pensiero, (1960). 207 p., bibl. notes. (Pubblicazioni dell'Università Cattolica del Sacro Cuore, Serie terza — Scienze filosofiche — Vol. II). — Essay on Dewey and his ethical views. With the aid of many excerpts both from the works of the great American educator and philosopher himself and from those of other thinkers it is shown how his philosophy is related to other outstanding ideas of the 19th and 20th centuries. Description of the decisive influence which he exerted not only on school education but also in regard to economy, history and sociology. (IBE)

37 C Life and Work of Educationists — 37 B (45) History of Education (Italy)

CALOGERO, Giuseppe. **Pedagogisti italiani contemporanei.** (Firenze & Agrigento), G. de Bono editore, (1960). 158 p., bibl. (11 p.). (Collana di filosofia e pedagogia, 1). — Selection of authors who, from the " Risorgimento " until the present era, have exerted an influence on the development of Italian pedagogy. A critical discussion of their thinking is accompanied by biographical and bibliographical notes and presents a survey which extends over approximately 150 years and highlights the main features of educational development and school reform. Finally an analysis is made of the syllabuses issued in 1945 and 1955. (IBE)

37 C Life and Work of Educationists

CALOGERO, Giuseppe. **Pedagogisti stranieri contemporanei.** [See 371.43]

37 C Life and Work of Educationists

CATRYSSE, Jean. **Tratado de educación de la juventud.** [See 370]

37 C Life and Work of Educationists

CHMAJ, Ludwik. **Prądy i kierunki w pedagogice XX wieku.** [See 370]

37 C Life and Work of Educationists

CORTI, Walter Robert & MENG, Heinrich. **Elisabeth Rotten.** (Braunschweig, Internationaler Arbeitskreis Sonnenberg, s.d.). 16 p. (text in German, English and French). — Tribute paid by Walter Corti, founder of the Pestalozzi village at Trogen (Switzerland), and Professor Heinrich Meng of the University of Basel to Elisabeth Rotten the noted Swiss educator who was a pioneer of education for international understanding and the first assistant-director of the International Bureau of Education. (IBE)

37 C Life and Work of Educationists

DEWEY, John. **Impressions of Soviet Russia and the revolutionary world, Mexico — China — Turkey, 1929.** [See 37 A (47 + ∞)]

37 C Life and Work of Educationists

DÖPP-VORWALD, Heinrich. **Die Erziehungslehre Peter Petersens.** [See 371.43]

37 C Life and Work of Educationists

DWORKIN, Martin S. (Ed.). **Dewey on Education.** [See 370.3]

37 C Life and Work of Educationists

FABER, Werner. **Das dialogische Prinzip Martin Bubers und das erzieherische Verhältnis.** [See 370.3]

37 C Life and Work of Educationists — 370.3 Philosophy of Education

FISCHER, Kurt Gerhard. **Die Pädagogik des Menschenmöglichen. Adalbert Stifter.** Linz/Donau, OÖ. Landesverlag, 1962. xxiv + 675 p., bibl. (16 p.), notes, ind. (Schriftenreihe des Adalbert Stifter-Institutes des Landes Oberösterreich. Folge 17). — Anthropological bases of Adalbert Stifter's thought as expressed in the poetical works of this XIXth century Austrian writer and educator. Account of: (a) his psychological ideas, (b) his concept of the State, politics and society, (c) the system leading him to elaborate a theory of education, (d) school organization considered as part of systematic pedagogy, (e) his contribution to methodology. Other matters dealt with are the inner structure of Adalbert Stifter's educational theory; his philosophy; the pedagogical and philosophical meaning behind the novels "*Nächsommer*", "*Witiko*" and "*Letzte Mappe*"; the cultural ideal and the place held by Stifter in the history of education. (IBE)

37 C Life and Work of Educationists

FISCHER, Welthy. **To light a candle.** London, Peter Davies, (1963). 279 p., fig., pl. — Autobiography of an American woman who, while preparing for an operatic career, suddenly decided to take up missionary work. Principal of a girls' school in China she becomes passionately fond of her task and the country and at the age of 45 marries an American Methodist bishop whose see is comprised of India and Burma. The couple dedicate themselves to India's problems and form deep friendships with Gandhi, Tagore and others of the group. Despite her distress after becoming a widow this courageous woman, undaunted, takes up her task again in order to organize the training of young people who are sent out to the Indian villages in the endeavour to eliminate illiteracy. (IBE)

37 C Life and Work of Educationists

FRASER, Stewart. **M.A. Jullien's plan for comparative education, 1816-1817.** [See 370.25]

37 C LIFE AND WORK OF EDUCATIONISTS

FRIEBEL, Horst. **Die Bedeutung des Bösen für die Entwicklung der Pädagogik Schleiermachers.** [See 370.3]

37 C LIFE AND WORK OF EDUCATIONISTS — 37 B (45) HISTORY OF EDUCATION — 372.21 (45) PRE-PRIMARY EDUCATION (ITALY)

GAMBARO, A.; CALÒ, G. & AGAZZI, A. **Ferrante Aporti nel primo centenario della morte.** Brescia, Centro didattico nazionale per la scuola materna, 1962. 471 p., fig., pl., bibl. (102 p.), ind. — Ferrante Aporti in the history both of education and of Italian independence (A. Gambaro), F. Aporti the social educator (A. Agazzi), F. Aporti and Italian education during the 19th century (G. Calò); these are the titles of three addresses delivered to mark the first hundred years since the death of this great Italian educator, who was a founder of nursery schools and a teacher of the deaf-and-dumb, young children and the people. This commemorative publication includes an up-to-date bibliography and hitherto unpublished material of multifarious origin. (IBE)

37 C LIFE AND WORK OF EDUCATIONISTS — 376.7 ADOLESCENCE — 370.3 PHILOSOPHY OF EDUCATION — 371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION

GEISSLER, Erich E. **Der Gedanke der Jugend bei Gustav Wyneken.** Frankfurt am Main, [etc.], Verlag Moritz Diesterweg, (1963). 113 p., bibl., notes, app. (Forschungen zur Pädagogik und Geistesgeschichte, 1). — Wyneken's views regarding youth. Discussion of his attitude to youth movements, in particular to the "*Wandervögel*", and of the role which they have played in the emancipation of young people. How Wyneken's philosophical ideas and his philosophy of education were formed. His influence in connection with new education and young people's culture; his experiment in the new education school at Wickersdorf. Critical analysis of Wyneken's work, which latter could provide a basis in the designing of systematic education for youth. (IBE)

37 C LIFE AND WORK OF EDUCATIONISTS — 370.25 COMPARATIVE METHOD — 379.824 INTERNATIONAL EDUCATIONAL ACTION

GOETZ, Helmut. **Marc-Antoine Jullien de Paris (1775-1848).** L'évolution spirituelle d'un révolutionnaire. Translated by C. Cuénot from the German. Paris, Institut Pédagogique National, 1962. 267 p., 8 pl., notes, bibl. (35 p.), ind. (Mémoires et documents scolaires). — French translation of a thesis written on Marc-Antoine Jullien by Helmut Goetz and published by Hugo Mayer, Dornbirn, in 1954 (see IBE Bulletin No. 118). (IBE)

37 C LIFE AND WORK OF EDUCATIONISTS — 371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: ACTIVITY SCHOOL

GRASSI, Giacinto. **Adolphe Ferrière.** Firenze, " La Nuova Italia " Editrice, (1962). XXI+134 p., fig., bibl., ind., notes. (Educatori antichi e moderni, CLXXV). — After a preface in which Robert Dottrens reviews the life of this pioneer of activity methods the book deals with different aspects of the training received by Adolphe Ferrière and with the evolution of his thinking. The latter was concerned with the relationships which education has with biology, sociology and philosophy. It was in learning about the child that Ferrière was led to create the activity school, which is parallelled to the systems of Montessori, Decroly and Dewey. (IBE)

37 C LIFE AND WORK OF EDUCATIONISTS

HAHN, Kurt. **Erziehung zur Verantwortung.** [See 377.21]

37 C LIFE AND WORK OF EDUCATIONISTS

HELLING, Fritz. **Neue Allgemeinbildung.** [See 373.2 (43+430.2)]

37 C LIFE AND WORK OF EDUCATIONISTS — 372.32 MONTESSORI METHOD

ITALY. CENTRO DIDATTICO PER LA SCUOLA MATERNA (Brescia). **Maria Montessori a dieci anni dalla morte.** [Brescia], s.d. 64 p., fig., bibl. notes. — Small illustrated volume constituting a living tribute to Maria Montessori and her work and containing some of the great Italian educator's writings relative to various educational topics, in particular to the "*Casa dei Bambini*" and the methods to which it owed its success. Included in the book are several appraisals and testimonies concerning the adoption of such methods in various European countries. (IBE)

37 C Life and Work of Educationists

JEAN PAUL. **Levana oder Erziehlehre.** [See 370]

37 C Life and Work of Educationists — 377.91 Medico-psychological and Educational Aid

KASSER, Werner et al. (Hrsg.). **Hans Zulliger.** Eine Bibliographie und Würdigungen seines Wirkens. Bern & Stuttgart, Verlag Hans Huber, (cop. 1963). 113 p., pl., bibl. — In a work published on the ocasion of Hans Zulliger's 70th birthday several persons belonging to the educational and medical worlds, or connected with vocational guidance, emphasise his deeply human qualities and survey his career as an educator, psychoanalyst, writer and German-Swiss poet. At the end of the volume is a list of Zulliger's scientific and literary books among them "Difficult Schoolchildren" which has been translated into several languages. (IBE)

37 C Life and Work of Educationists

KOVÁCS, Endre (Ed.). **Comenius Magyarországon.** [See 370]

37 C Life and Work of Educationists — 370.3 Philosophy of Education — 377.21 Character Education

LAENG, Mauro. **F.W. Foerster.** (Brescia), " La Scuola " Editrice, (cop. 1960). 256 p., bibl. notes. (Pedagogisti ed educatori, 16). — Work reviewing the considerable contribution of the German thinker and educator, who in regard to moral and social education and particularly the training of character, laid down principles the essential value of which remains unchanged. (IBE)

37 C Life and Work of Educationists — 371.43 Systems distinguished by their Educational Procedure: Arbeitsschule

LAENG, Mauro. **Georg Kerschensteiner.** (Brescia), " La Scuola " Editrice, (cop. 1959). 205 p., bibl. notes. (Pedagogisti ed educatori, 14). — Study presenting in their essential aspects the work and thinking of one of the precursors of the activity school. At the end of the 19th century, Kerschensteiner introduced in Milan the principle of the " Arbeitsschule " (work school) and conceived a theory of education in which, while respect for authority was not excluded, place was given to the child's freedom and spontaneity and provision made at the same time for his social training and his training for citizenship. (IBE)

37 C Life and Work of Educationists

LEWIN, A. **Makarenko w Polsce.** [See 37 B (438)]

37 C Life and Work of Educationists

MANTOVANI, Juan. **Educación y vida.** [See 370.3]

37 C Life and Work of Educationists — 370.3 Philosophy of Education — 371.46 (54) Systems distinguished by their Philosophic Inspiration (India)

MUKHERJEE, Himangshu Bhushan. **Education for fulness.** A study of the educational thought and experiment of Rabindranath Tagore. London, Asia Publishing House, (1962). xvi+496 p., bibl. (10 p.), ind. — Study dealing with Tagore's life, thought, theories and experiments as an educator. Between 1861 and 1901 the young poet, his education in England, the " vision " which he had of spiritual reality and which is to be the quintessence of his educational philosophy. Between 1901 and 1918, Santiniketan where he desires to introduce a new kind of education but one based on the ideals of ancient India. His writing of " University Bill " in which he openly stands for " self determination " and describes his concept of a national education which accords with ancestral traditions but is related to the country's development. Then, after having been a fervent nationalist, Tagore becomes one whose sole desire is universal brotherhood. From 1918 to 1948, Vivsa-Bharati, the institution at which Tagore's earlier aspirations and activity yield concrete results and which corresponds to his enlightened humanism (Religion of Man). There he declares that the nation has a duty to educate children because education means the arousing of vitality and vitality means continuous progress for the nation's good and in its interest. In the fourth section the author considers the application of Tagore's theories to the requirements of modern culture. (IBE)

37 C Life and Work of Educationists

NASSIF, Ricardo & CIRIGLIANO, Gustavo F. J. **En el centenario de John Dewey.** (Con una "Bibliografía de John Dewey"). La Plata, Universidad Nacional, Departamento de Ciencias de la Educación, 1961. 65 p., bibl., notes. (Biblioteca del Departamento de Ciencias de la Educación, Serie Menor, 1). — Short study devoted to certain aspects of John Dewey's educational thought. Annotated text of two lectures delivered at the Faculty of Humanities and Educational Sciences in Buenos Aires to mark the centenary of the great American philosopher and educator's birth. The study is supplemented by a bibliography on John Dewey. (IBE)

37 C Life and Work of Educationists — 371.43 Systems distinguished by their Educational Procedure: Winnetka

ORLANDO, Diega. **C.W. Washburne** e l'esperimento di Winnetka. (Brescia), "La Scuola" Editrice, (cop. 1960). 176 p., tabl., bibl. (Pedagogisti ed educatori, 15). — Among John Dewey's group of followers who were adepts in activity methods was a practitioner and implementer, namely Washburne. His work may be summed up by reference to individualised teaching and the adaptation of the school to the child. In fact the procedure applied at Winnetka's schools was designed by him to enable the pupil to work individually, although group activities indispensable to the development of social sense were not excluded. (IBE)

37 C Life and Work of Educationists

OTTO, Berthold. **Ausgewählte pädagogische Schriften.** [See 37 I]

37 C Life and Work of Educationists

PESTALOZZI, Johann Heinrich. **Sämtliche Briefe.** Fünfter Band: **Briefe von Mitte 1805 bis Ende 1807.** Sechster Band: **Briefe aus den Jahren 1808 und 1809.** [See 37 I]

37 C Life and Work of Educationists

PFEFFER, Fritz. **Die pädagogische Idee Otto Willmanns in der Entwicklung.** [See 370]

37 C Life and Work of Educationists

REBLE, Albert (Hrsg.). **Friedrich Wilhelm Dörpfeld.** [See 37 I]

37 C Life and Work of Educationists

RUTT, Theodor (Hrsg.). **Wahrheit und Wert in Bildung und Erziehung.** [See 37 I]

37 C Life and Work of Educationists

ŠACKIJ, S.T. **Pedagogičeskie sočinenija.** [See 37 I]

37 C Life and Work of Educationists — 37 B (8) History of Education (South America)

SANHUEZA, G. et al. **Sarmiento y la educación pública.** Buenos Aires, Editorial Losada, (cop. 1962). 236 p., bibl. notes. (Publicaciones de la Revista de pedagogía, Biblioteca pedagógica). — Four studies published to mark the 150th anniversary of the birth of the Argentine educator Faustino Sarmiento and concerned with his thought in regard to public education and universal education in South America. The fourth study deals in particular with Sarmiento's ideas on people's extra-scholastic education. (IBE)

37 C Life and Work of Educationists

SCHNEIDER, Friedrich. **Ausgewählte pädagogische Abhandlungen.** [See 37 I]

37 C Life and Work of Educationists

SCHULZ-BENESCH, Günter. **Der Streit um Montessori.** [See 372.32]

37 C Life and Work of Educationists — 371.450 Christian Education

STRÜBIN, Eduard. **Gotthelf der Erzieher.** Herausgegeben von der Literaturkommission des Kantons Baselland. Liestal [Schweiz], Kommissionsverlag Lüdin, 1963. 28 p., fig., bibl. notes. — Educational views of Gotthelf, this people's writer belonging to German speaking Switzerland. Illustrated with many typical quotations they reveal simultaneously the man, the writer and the educator, one who was hostile to all theory and all system. What Gotthelf advocated was Christian education through living, with as basis the home and family. (IBE)

37 C Life and Work of Educationists — 370.3 Philosophy of Education

TODISCO, Nicola. **Il pensiero di Sergio Hessen.** Napoli, Stabilimento Tipografico G. Genovese, 1961. 122 p., tabl., bibl. — The thinking, in its main outline, of Sergio Hessen, this educator with original ideas and reformer of school education. His views may be summarised as follows: (a) no distinction to be made between education for the people and education for the privileged; (b) every individual to have the right to be educated according to his abilities and needs; (c) the entire community, young and adults alike, to be assured of cultural and vocational qualifications; (d) culture to have an aesthetic and social instead of an intellectual and literary basis; (e) industrial and economic life in general to be considered as an integral part of culture. (IBE)

37 C Life and Work of Educationists

VOGELHUBER, Oskar. **Geschichte der neueren Pädagogik.** [See 37 B (43)]

37 C Life and Work of Educationists — 377.343 (438) Socialist Education (Poland)

WOJTYŃSKI, Wacław. **Myśl pedagogiczna Władysława Spasowskiego na tle analizy pism i działalności.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 216 p., fig., tabl., bibl., notes. (Summaries in Russian, English, German and French). — L. Spasowski (1877-1941) was one of the precursors of socialist education in Poland. Discussion of his general ideas and concepts concerning compulsory secular education, education for international understanding and an ethical system which ensures spiritual and material freedom. (IBE)

37 C Life and Work of Educationists — 371.452 (45) Catholic Education (Italy)

ZAVALLONI, Roberto Fr. **Padre Gemelli, educatore sociale.** Milano, Società editrice Vita e Pensiero, (1960). 169 p., bibl. notes. — Tribute paid by a former pupil to the personality of Father Gemelli, this man of learning and religion as well as of action. Founder and moving spirit of the Catholic university at Milan, he vigorously defended Catholic education and the principle of the school's freedom. At the same time he sought to develop psychological research as applied to education and concerned himself particularly with social aspects of education: training of educators; guidance problems; social hygiene (including juvenile delinquency); pastoral activity. (IBE)

37 D Bibliography

DORTMUND. PÄDAGOGISCHE ZENTRALBÜCHEREI DES LANDES NORDRHEIN-WESTFALEN. **Sprachkunde und Deutschunterricht.** [See 375.1]

37 D Bibliography

GOZZER, Giovanni (Ed.). **Aspetti economici del problema scolastico.** [See 379.50]

37 D Bibliography

HOLMES, B. & ROBINSOHN, S.B. (Ed.). **Relevant data in comparative education.** [See 370.25]

37 D (73) Bibliography (United States)

SHANE, Harold G. & MULRY, June Grant. **Improving language arts instruction through research.** [See 375.12]

37 D (∞) Bibliography (Various Countries)

UNESCO. **International guide to educational documentation. 1955-1960.** [See 37 L (∞)]

37 D Bibliography

WITTIG, Horst E. **Das Bildungswesen der UdSSR.** [See 37 A (47)]

37 E (73) Reference Books (United States)

ARMSTRONG, W. Earl & STINNETT, T.M. **A manual on certification requirements for school personnel in the United States.** [See 371.11 (73)]

37 E (∞) REFERENCE BOOKS (VARIOUS COUNTRIES)

BOARDMAN, Francis. **Institutions of higher learning in the Middle East.** [See 378 (∞)]

37 E REFERENCE BOOKS

CHMAJ, Ludwik. **Prądy i kierunki w pedagogice XX wieku.** [See 370]

37 E (42) REFERENCE BOOKS (UNITED KINGDOM)

THE COLLEGE OF PRECEPTORS (United Kingdom). **Teachers' guide, 1963-1964.** London, College of Preceptors, (1963). 288 p., fig., tabl., ind. — Reference work published every year for the use of teachers in the United Kingdom. The following are listed among the contents of the present edition: educational magazines and yearbooks; textbooks recommended for science teaching in primary schools; adresses of educational associations, publishers, publishers' representatives and the suppliers of educational (including audio-visual) material; teacher training institutions; teachers' opportunities for further study; organizations which arrange pupil exchanges and school journeys, etc. (IBE)

37 E (42) REFERENCE BOOKS — 37 A (42) EDUCATIONAL SYSTEMS (UNITED KINGDOM)

**The education authorities directory and annual 1964.** London, The School Government Publishing Co., [1964]. 61st Year of Publication. LXVIII+708 p., fig., ind. — After a survey of the educational events of 1963 and a calendar of those for 1964 this reference book contains a directory in regard to education authorities: (a) Ministry of Education; (b) Commonwealth Institute; (c) national colleges and other government bodies; (d) provincial committees and local education authorities in England, Wales, Scotland and Northern Ireland. Also listed are the following: grammar schools; independent and direct grant secondary schools; modern and technical secondary schools; junior and senior secondary schools in Scotland; intermediate schools in Northern Ireland; regional advisory councils for further education; technical colleges; vocational schools; training colleges; universities; special schools; professional associations, etc. (IBE)

37 E REFERENCE BOOKS

EMPAIN, Louis & JADIN, Marcel. **Nos enfants lisent.** [See 371.862]

37 E (497.1) REFERENCE BOOKS (YUGOSLAVIA)

FILIPOVIČ, Marijan. **Higher education in Yugoslavia.** [See 378 (497.1)]

37 E (73) REFERENCE BOOKS (UNITED STATES)

FINN, James D. & PERRIN, Donald G. (Ed.). **Teaching machines and programmed learning.** [See 371.341 (73)]

37 E (44) REFERENCE BOOKS (FRANCE)

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. **Les débouchés du baccalauréat.** [See 377.94 (44)]

37 E (492) REFERENCE BOOKS (NETHERLANDS)

GOOTE, Ir. M.; GROOT, A.D. de & SNIJDERS, J. Th. **Onderwijsresearch in Nederland.** [See 37 P (492)]

37 E (73) REFERENCE BOOKS (UNITED STATES)

HANSON, Lincoln F.; CHRISTMAN, Carol & SEIDEL, Gertrude (Ed.). **Programs, '63.** [See 371.312 (73)]

37 E (73) REFERENCE BOOKS (UNITED STATES)

HAWES, Gene R. **The new American guide to colleges.** [See 378.4 (73)]

37 E (∞) REFERENCE BOOKS (VARIOUS COUNTRIES)

INTERNATIONAL ASSOCIATION OF UNIVERSITIES — ASSOCIATION INTERNATIONALE DES UNIVERSITÉS. **Liste internationale - 1963 - International list.** [See 378 (∞)]

### 37 E Reference Books — 371.02 Education at Home

NEUBAUER, Vinzenz & NEUBAUER, Auguste (Hrsg.). **Das grosse Lexikon für Eltern und Erzieher.** Alles wissenswerte von unseren Kindern — bis zur Grossjährigkeit. Frankfurt a.M., Umschau-Verlag & Innsbruck/Tirol, Pinguin Verlag, (cop. 1962). 630 p., fig., pl., tabl. — Large illustrated dictionary intended for parents and educators and containing, arranged alphabetically, the principal information relating to children. In addition to advice on child care, health, education at home and religious education, facts are given concerning: character problems; children's illnesses; first-aid in case of accident; the law relating to the marriage and protection of minors. (IBE)

### 37 E Reference Books (United Kingdom)

**Schools - 1964.** A directory of the schools in Great Britain and Northern Ireland arranged in order of their counties and towns. 41st edition. London, Truman & Knightley, (1964). 1076 p., fig., ind. — This new edition contains, in addition to the information on schools (including the boys' Public Schools and the vocational schools), statistics and detailed information about scholarships and exhibitions as well as about certain private schools abroad and various institutions which provide administrative, technical, industrial and vocational training. (IBE)

### 37 E (73) Reference Books (United States)

SMITH, Edward W.; KROUSE, Stanley W. Jr. & ATKINSON, Mark M. **The educator's encyclopedia.** [See 37 A (73)]

### 37 E (∞) Reference Books (Various Countries)

UNESCO. **International guide to educational documentation. 1955-1960.** [See 37 L (∞)]

### 37 E Reference Books — 370.3 Philosophy of Education

WINN, Ralph B. (Ed.). **John Dewey: dictionary of education.** New York, Philosophical Library, (1959). x+150 p. — Compilation of Dewey's defined views excerpted from his writings and summing up a few of concepts which he attached to certain terms connected with his philosophy and education. (IBE)

### 37 E (∞) Reference Books — 37 P (∞) Research and Inquiries — 378 (∞) Higher Education (Various Countries)

**The world of learning 1963-64.** Fourteenth edition. London, Europa Publications, (1963). xvi+1424 p., ind. — New edition of an important reference book containing detailed information about the educational, scientific and cultural institutions international as well as national in their scope and about the universities, university colleges, scientific societies, libraries, museums and research institutes in 155 countries and territories throughout the world; names of the relevant authorities are given in each case. In the introductory section, data is furnished in regard to Unesco, its agencies and activities as well as about other international organizations of an educational nature. (IBE)

### 37 E (∞) Reference Books (Various Countries)

**World survey of education. III. Secondary education.** [See 37 A (∞)]

### 37 G (73) Yearbooks (United Stated)

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (A Department of the National Education Association, United States). **New insights and the curriculum.** [See 371.3]

### 37 G (494) Yearbooks — 37 A (494) Educational Systems (Switzerland)

**Etudes pédagogiques 1962.** Annuaire de l'instruction publique en Suisse publié par la Conférence intercantonale des chefs de départements de l'instruction publique de la Suisse romande et italienne... par Jean Mottaz. Lausanne, Editions Payot, s.d. 148 p., bibl. — Yearbook of education in Switzerland. Published under the auspices of the Conference of Heads of Cantonal Education Departments, it contains articles on: (a) teaching of modern mathematics (Delessert); (b) the museum and the school (Manganel); (c) notes on history teaching at gymnasiums (Pelet); (d) the Pestalozzi children's village at Trogen (Panchaud); (e) tradition and history (Ruffieux); (f) the Educational Information Centre in Geneva (Egger); (g) foreign students and trainees in Switzerland (Keller);

(h) requirements for success at school (Ramseyer). Also in the yearbook: reports on activity connected with education in French speaking and Italian speaking Switzerland; school news in the cantons; bibliographical notes. (IBE)

37 G (71) YEARBOOKS (CANADA)

**The intermediate division. 1959.** [See 373.15 (71)]

37 G (∞) INTERNATIONAL YEARBOOKS

**Internationales Jahrbuch für Geschichtsunterricht, Band VIII.** [See 375.42 (∞)]

37 G (∞) INTERNATIONAL YEARBOOKS — 37 A (∞) EDUCATIONAL SYSTEMS (VARIOUS COUNTRIES) — 370.48 COMPARATIVE EDUCATION RESEARCH

**International yearbook of education.** Vol. XXV, 1963. Geneva, International Bureau of Education & Paris, Unesco, (cop. 1964). LXX+487 p., tabl. (Publication No. 262). — By reason of the increasing number of countries which furnish information the contents of this twenty-fifth volume of the International Yearbook of Education show that the series has become an essential source of reference for all who are interested in educational progress. The following are some of the main characteristics revealed by the comparative study of educational trends during 1962-1963, by comparison with 1961-1962, in 98 countries of the world: (a) fewer changes on the whole; (b) reorganization of administrative services and the setting up of new departments as the two predominant trends; (c) new rise in the average rate of increase in sums allocated to education; (d) fall in the rate of increase of the school population at primary level and rise in the rate at secondary level; (e) tendency towards a rise in the rate of increase of enrolments at vocational schools and in higher education; (f) still considerable activity in regard to reform of primary and secondary school curricula; (g) fewer countries undertaking the revision of primary and secondary school syllabuses; (h) number of new subjects introduced larger than that of subjects discontinued or receiving less emphasis; (i) as regards teaching staff, stronger trend in the setting up of new types of training establishment and in changes of status but fall in the number of countries which increased the salaries. The comparative study of educational development during 1962-1963 is followed, in the yearbook, by texts of the 98 national reports as well as by a list of leading officials in the Ministries of Education and several tables of education statistics. (IBE)

37 G (∞) INTERNATIONAL YEARBOOKS — 371.12 (∞) TRAINING OF PRIMARY AND SECONDARY TEACHERS — 371.1 (∞) TEACHERS — 370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES)

**The year book of education 1963. The education and training of teachers.** Joint editors: George Z.F. Bereday & J.A. Lauwerys. London, Evans Brothers, in association with the University of London Institute of Education and Teachers College, Columbia University, New York, (1963). XIV+578 p., fig., tabl., bibl. notes, ind. — Representing the collaboration of some fifty persons prominent in the fields of educational administration, teacher training and comparative education, this twenty-fifth edition of the Year Book of Education gives an idea from the international point of view of the problems encountered by teachers. The value of any educational system is determined much more by the quality of the teachers than by the educational goals, the efficiency of school administration or a wealth of teaching material. How to recruit successfully the required number of teachers, provide them first the best professional training possible and then with the working conditions and social status which they deserve. The contents of this yearbook deal with: I. Historical and theoretical studies (what is the pattern of the ideal teacher and what are, or were, the historical and theoretical factors capable of changing this pattern). II. The organization of teacher training (22 area studies). III. Social and economic problems (the quality of the teachers, social factors involved in teacher training, etc.). IV. New experiments in teacher education (school reform and its repercussions, group dynamics, teacher training for mass education, the work of the International Council on Education for Teaching). (IBE)

37 G (∞) INTERNATIONAL YEARBOOKS — 377.38 (∞) EDUCATION FOR INTERNATIONAL UNDERSTANDING — 379.82 (∞) THE SCHOOL AND INTERNATIONAL RELATIONS (VARIOUS COUNTRIES)

**The year book of education 1964. Education and international life.** Joint editors: George Z.F. Bereday & Joseph A. Lauwerys. London, Evans Brothers, in association with the University of London Institute of Education and Teachers College, Columbia

University, New York, (1964). xii+493 p., tabl., bibl. notes, ind. — The 1964 edition of this yearbook is entirely devoted to education and international life. I. Historical evolution of internationalism, the political background, the sociological and religious constraints and the underlying moral assumptions; factors which are conducive to or which hinder education for international understanding. II. Particular role of education and the consequent responsibilities of educators and school administrators (regional educational policies, language barriers); first fruits of education for a world government. III. Various practical measures in connection with international understanding (travel for study purposes by teachers and students, revision of textbooks, efforts to obtain equivalence of degrees and diplomas, provision of technical aid, possibilities of films and television). IV. Role played by certain government and unofficial international organizations. V. Some endeavours to provide international teaching; various types of international school; achievement of the Danish folk high schools; teaching of international understanding in traditional schools; contribution of the different subjects to international understanding. (IBE)

37 I Collected Writings by the Same Author or Symposiums

ARNOLD, Matthew. **Democratic education.** [See 372 (44+ ∞)]

37 I Collected Writings by the Same Author or Symposiums

BANFI, Antonio. **La problematicità dell'educazione e il pensiero pedagogico.** [See 370.3]

37 I Collected Writings by the Same Author or Symposiums — 37 C Life and Work of Educationists

BARTH, Hans & ZOLLINGER, Max (Hrsg.). **Pestalozzi: Grundlehren über Mensch, Staat, Erziehung.** Seine Schriften in Auswahl. Stuttgart, Alfred Kröner Verlag, (cop. 1956). xxxii+435 p., pl., ind., notes. (Kröners Taschenausgabe Band 253). — The editors of this selected material have been mainly concerned to represent Pestalozzi as an educator and philosopher in regard to culture and the state; for this reason they have given the full text of his "Investigations on the ways of nature in the development of the human race", a work which they consider as containing the bases of the great educator's philosophical, political and educational ideas. Among other studies and extracts included in the volume: a prayer to friends and benefactors of humanity; the evening of a solitary person; letter to G.H.L. Nicolovius; thoughts concerning the primer; letter from Pestalozzi to a friend about his stay at Stans; language as the foundation of culture; mind, heart and method, etc. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 B (45) History of Education (Italy)

CATTANEO, Carlo. **Scritti sull'educazione e sull'istruzione.** Firenze, " La Nuova Italia " Editrice, (1963). xxviii+264 p., bibl. notes, ind. (Educatori antichi e moderni, CLXXXIII). — Collected writings by Cattaneo (educator, historian and publicist born in Milan in 1801). Published prior to the Risorgimento, that is to say between 1824 and 1862, they deal with educational problems in Italy and Switzerland and relate to such matters as the opening of an institute of agronomy and a school of industrial chemistry, the development of primary, grammar school and "philosophical" education, etc. The developing of university faculties is another question considered. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 A (728.1) Educational Systems (Guatemala)

CHAVARRÍA FLORES, Manuel. **Cuestionario de pedagogía.** Guatemala, Editorial del Ministerio de educación pública " José de Pineda Ibarra ", 1961. 239 p., bibl., (20 p.). (Colección científica-pedagógica, Vol. 13). — Collection of nineteen educational works (some already published, some not) written between 1941 and 1961. Whereas certain of them treat different aspects of education, others are more especially concerned with Guatemala. While outlining the history of education in this country, Professor Chavarría often draws attention to social problems, the importance of educational planning, the training of qualified teachers and the relationship between education and the various political systems. (IBE)

37 I Collected Writings by the Same Author or Symposiums

DENGO, Omar. **Escritos y discursos.** San Jose, Costa Rica, Ministerio de educación publica, 1961. xxi+479 p., facs., bibl. (32 p.), biogr. (Escritores Costarricenses, Sección obras completas, 1). — Considering education as the main force behind the economic and social transformation of his country, the professor and writer Omar Dengo shows in his addresses, letters and articles analysing men and events of his time that the solution of educational problems is determined by the investigation of political, economic and social circumstances in a country as well as by the psychological constitution of the pupil. Bibliography and concise biography on the author. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 K Educational Novels

HARTCUP, John & HARTCUP, Adeline (Comp.). **Morning faces.** A miscellany on childhood and education. London, [etc.], Heinemann, (1963). 320 p., pl. — Collected material dealing with education, taken from fiction and biography written by well known Anglo-Saxon or other authors. Arranged in fourteen sections according to type and accompanied by illustrations, these excerpts reflect, sometimes with humour or irony, two points of view in regard to education, namely that of the teacher and that of the pupil. They also show that from the Renaissance until the present day, in East as in West, one triangle is not equilateral, that consisting of the cane, the devoted teacher and the likeable duffer! (IBE)

37 I Collected Writings by the Same Author or Symposiums

KRUPSKAJA, N. K. **Pedagogičeskie sočinenija v desjati tomah.** Tom X. **Recenzii, otzyvy, zamecanija.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 1 pl., fig., tabl., bibl., ind., notes. (Institute of Educational Theory and History). — Tenth volume of N. K. Krupskaja's works including accounts and critical studies of educational works, several notes and annotations, as well as letters written to different persons. Of the 283 texts, 210 are published for the first time; all of them come from official archives. Notes help to place this documentation in its historical context. (See IBE Bulletins Nos 132, 134, 135, 136, 137 and 139). (IBE)

37 I Collected Writings by the Same Authors or Symposiums

KRUPSKAJA, N. K. **Pedagogičeskie sočinenija v desjati tomah.** Tom XI (supplement). **Pis'ma. Dnevnik poezdki na parohode « Krasnaja zvesda ».** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 935 p., fig., bibl., ind., notes. (Institute of Educational Theory and History). — Eleventh volume of N.K. Krupskaja's educational works. Published as a supplement to the previous ten volumes it contains in addition to letters the diary kept by the author during a lecture tour in the army occupation area in 1919. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 370.47 Sociology and Education

MAÍLLO, Adolfo. **La educación en la sociedad de nuestro tiempo.** Madrid, Centro de documentación y orientación didáctica de enseñanza primaria, (1961). 366 p., tabl., bibl., ind., notes. — Collected articles bearing on education, published between 1950 and 1960. Among the main topics dealt with: intuition; education in its relation to suffering and hope; psychology of Spanish; education and politics; relationship between the family and education; educational planning; anthropology in underdeveloped areas; the school considered as a social group, etc. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 371.43 Systems distinguished by their Educational Procedure — 37 C Life and Work of Educationists

OTTO, Berthold. **Ausgewählte pädagogische Schriften.** Besorgt von Karl Kreitmaier. Paderborn, Ferdinand Schöningh, 1963. 291 p., pl., bibl., ind., notes, chronol. tabl. (Schöninghs Sammlung Pädagogischer Schriften, Quellen zur Geschichte der Pädagogik). — Selected works by Berthold Otto (1849-1933), instigator of school reform in Germany during 1920 and subsequent years. First a tutor to his five children and then their teacher (in addition to his professional work), in 1907 he founded in Berlin the noted "Berthold Otto School" which quickly became a centre for pedagogical study and where many teachers went to receive their training or further training. A contemporary of Karl

Fischer, who founded the "*Wandervögel*" movement, as well as of **Hermann Lietz**, Gustav Wyneken and Paul Geheeb, originators of the first new education schools and free school communities in Germany, he fought strenuously for the child's right to have its own individual nature and interests. A determined representative of social pedagogy he contemplated in his book "*Volksorganische Einrichtung der Zukunftsschule*" a complete reform of school organization, in particular of the upper primary and vocational schools, within the context of social education having general application. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 C Life and Work of Educationists

PESTALOZZI, Johann Heinrich. **Sämtliche Briefe.** Fünfter Band: **Briefe von Mitte 1805 bis Ende 1807.** Sechster Band: **Briefe aus den Jahren 1808 und 1809.** Bearbeitet von Walter Feilchenfeld Fales und Emanuel Dejung. Zürich, Orell Füssli Verlag, (cop. 1961 & 1962). 504 p. & 441 p., ind., notes, app. — Two volumes in which is collected Pestalozzi's correspondence dating from the period of the foundation, organization and then complete flourishing of the Yverdon Institute (1805-1809). The geographic dispersion of the addressees (Switzerland, Denmark, Prussia, France, Spain) as well as the nature of their personalities reflect the ever spreading renown of the Institute. In these letters Pestalozzi furnishes valuable information about his life and that of the Institute's teachers as well as about affiliated institutions of analogous type abroad; he also enlarges upon different educational topics and certain aspects of his method, in particular the attention paid at the Yverdon Institute to physical culture and social education. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 370.47 Sociology and Education

PESTALOZZI, Johann Heinrich. **Sämtliche Werke.** Kritische Ausgabe. 20. Band: **Schriften von Ende 1806 bis Anfang 1808.** Bearbeitet von Emanuel Dejung. Zürich, Orell Füssli Verlag, 1963. 476 p., bibl. notes (60 p.), gloss., ind., app. — Although this twentieth volume of J. H. Pestalozzi's complete works contains writings dating from 1806 to 1808, most of these relate to the year 1807, a period when Pestalozzi was much concerned about socio-economic problems. His principal aim was to promote the teaching of handwork in the education homes intended for the poor. Other questions dealt with here are Pestalozzi's views in regard to religious instruction and physical education. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 C Life and Work of Educationists

REBLE, Albert (Hrsg.). **Friedrich Wilhelm Dörpfeld.** Ausgewählte pädagogische Schriften, Paderborn, Ferdinand Schöningh, 1963. 200 p., pl., bibl., ind., notes, chronol. tabl. (Schöninghs Sammlung Pädagogischer Schriften, Quellen zur Geschichte der Pädagogik). — These pages selected from among the most notable of his educational works show how far F.W. Dörpfeld (1824-1893) was ahead of the educators of his day both in his spirit of inquiry and in his advanced ideas about education. I. Articles for the "Evangelical Schools' Chronicle". II. Studies and essays on didactics, educational psychology and educational planning. III. Bases for healthy, fair and harmonious organization of schools. He was one of the first to consider the problem of the pupil's concentration in its relation to the teaching and the curriculum and thus went beyond the theories adopted by the followers of Pestalozzi and Herbart. Dörpfeld well deserves to be ranked among the precursors of modern scientific pedagogy. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 C Life and Work of Educationists

RUTT, Theodor (Hrsg.). **Wahrheit und Wert in Bildung und Erziehung.** 3. Folge. Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1962). 548 p., pl., bibl. notes. — Tribute by thirty-two specialists to G. Raederscheidt, former Director of the Fredeburg Academy in Sauerland. Preceded by an account of his life, the articles are arranged as follows: (a) educational anthropology and fundamental pedagogy; (b) history of pedagogy; (c) problems of school education and the training of teachers; (d) particular teaching problems (9th class, teaching of history, arts, etc.); (e) inquiries relating to specialised vocational fields. G. Raederscheidt exerted strong influence in school reform and in the adjustment of provincial education and teaching staff to modern conditions, all this from the standpoint of western Catholic ideology. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 C Life and Work of Educationists — 37 B (47) History of Education (USSR)

ŠACKIJ, S. T. **Pedagogičeskie sočinenija.** Tom 1. Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 503 p., 1 pl., ind., notes. — The author (1878-1934) is considered one of the organizers and reformers of public education in the USSR. Under the combined influence of Leon Tolstoy, of the most significant Swiss, Scandinavian and other achievements as well as of circumstances in Russia, Šackij conceived principles and methods designed to raise the cultural level of his country more quickly. The first volume of his works includes autobiographical accounts, as well as articles and lectures relating to the period between 1917 and 1926. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 C Life and Work of Educationists

SCHNEIDER, Friedrich. **Ausgewählte pädagogische Abhandlungen.** Besorgt von Theodor Rutt. Paderborn, Ferdinand Schöningh, 1963. 147 p., pl., bibl., ind., notes, chronol. tabl. (Schöninghs Sammlung Pädagogischer Schriften, Quellen zur Geschichte der Pädagogik). — A picture of Friedrich Schneider, this pioneer in the field of comparative education, is offered here by some excerpts from his works and by a eulogy on his achievements in connection with teaching. Through his research work of the development of individuality and on individual psychology — fundamental studies aimed at teaching people to recognise their own innate values and educate themselves — as well as through his experience as a teacher and his critical examination of empirical and experimental pedagogy, Friedrich Schneider, a deeply Christian man, was led to found a pedagogy on the universal application of Christian spiritual values and on a psychology of an intermediate kind according to which, in view of the individual's cultural needs, it is necessary to develop and balance human forces in order that they may serve society. (IBE)

37 I Collected Writings by the Same Author or Symposiums — 37 B (439) History of Education (Hungary)

SZARVAS, P. (Ed.). **Acta Universitatis Debreceniensis de Ludovico Kossuth nominatae.** Tomus IX — Series pedagogica — 1963. Budapest, Tankönyvkiadó, 1963. 139 p. (Summaries in Russian and German). (Series I). — Various works which were carried out by the Faculty of Educational Sciences at Debrecen University and which concern the following questions: historical aspects of education in Hungary; educational psychology (recent psychological research and school reform, the examination of interests); methods (new trends in grammatical analysis, problems of grammar in modern language teaching, etc.). (IBE)

37 K Educational Novels

BRAUNER, Alfred. **Titine et l'éducation moderne.** [See 371.02]

37 K Educational Novels

HARTCUP, John & HARTCUP, Adeline (Comp.). **Morning faces.** [See 37 I]

37 K Educational Novels

VANTAVON, Mireille. **Neuf mois et c'est Noël.** [See 371.02]

37 L (∞) Educational Documentation — 37 A (∞) Educational Systems — 37 D (∞) Bibliography — 37 E (∞) Reference Books (Various Countries)

UNESCO. **International guide to educational documentation. 1955—1960.** (Paris, Unesco, 1963). 700 p., bibl., ind. — The documentation pertains to over 100 countries and territories throughout the world and to various international institutions. The explanations and annotations provided on different aspects of the national educational systems, as well as the bibliographical and analytical references, enable the reader to locate and obtain material either directly from the publishers or else through educational documentation or research centres, whose addresses are given. In the case of each country, mention is made of the publications or institutions which are concerned with the following: (a) more or less comprehensive reference works, bibliographies, yearbooks, etc.; (b) school legislation and policy; (c) administration of the educational system; (d) structure and organization; (e) educational studies and research; (f) textbooks and instructional materials; (g) education associations; (h) educational journals and periodicals; (i) education biography; (j) education libraries and museums, etc. (IBE)

37 N (∞) International Conferences

ABEL, Heinrich (Hrsg.). **Kooperation von Schule und Betrieb.** [See 373.5 (∞)]

37 N (714) Conferences (Canada/Quebec)

ASSOCIATION CANADIENNE DES ÉDUCATEURS DE LANGUE FRANÇAISE. Commission permanente d'éducation économique. **La formation économique en éducation.** [See 375.44 (714)]

37 N (493+44+43.59) Conferences (Belgium, France & Luxemburg)

BRUSSELS. CENTRE D'ÉTUDE DE LA DÉLINQUANCE JUVÉNILE. **La délinquance juvénile et l'école.** [See 371.93]

37 N (71) Conferences — 37 A (71) Educational Systems (Canada)

CANADIAN CONFERENCE ON EDUCATION — CONFÉRENCE CANADIENNE SUR L'ÉDUCATION. 2nd. Montreal, March 4-8, 1962. **Report — Rapport.** Edited by Fred W. Price. Toronto, University of Toronto Press & Montréal, Les presses de l'Université Laval, (1962). xvii+409 p., app. — Attended by nearly two thousand people representing various fields of the nation's life this second Canadian Conference on Education examined the basic question " What does our society expect to achieve through education?" Apart from this main theme seven other topics were discussed by forums, which were requested to draw up recommendations on: (a) the professional status of teachers; (b) the development of student potential; (c) new developments in society; (d) financing of education; (e) continuing education; (f) research in education; (g) the citizen in education. (IBE)

37 N (71) Conferences (Canada)

CONFÉRENCE CANADIENNE SUR LA RECHERCHE EN ÉDUCATION. 2e. Ste-Anne-de-Bellevue (Québec), 8-10 juin 1961. [See 37 P (71)]

37 N (45) Conferences (Italy)

CONGRESSO NAZIONALE DI PEDAGOGIA. Vo., Bologna, 7-9 Maggio 1960. **Atti.** [See 377.38 (45)]

37 N (430.2) Conferences (Federal Republic of Germany)

DAHRENDORF, Ralf & ORTLIEB, Heinz-Dietrich (Hrsg.). **Der Zweite Bildungsweg im sozialen und kulturellen Leben der Gegenwart.** [See 374 (430.2)]

37 N (47) Conferences (USSR)

D'JAČKOV, A.I. (Ed.). **Materialy naučnoj konferencii po defectologii.** [See 371.912]

37 N (∞) International Conferences

DOTTRENS, Robert. **Cómo mejorar los programas escolares de acuerdo con la pedagogía experimental.** [See 375.05:372.22 (∞)]

37 N (866) Conferences (Ecuador)

ECUADOR. MINISTERIO DE EDUCACIÓN PÚBLICA & UNESCO. **Bases para el planeamiento de la educación normal.** [See 371.121 (866)]

37 N (73) Conferences (United States)

ELAM, Stanley (Ed.). **New dimensions for educational progress.** [See 370.1 (73)]

37 N (∞) International Conferences

FÉDÉRATION INTERNATIONALE DES ASSOCIATIONS D'INSTITUTEURS. **L'enseignement des langues étrangères à l'école primaire et la compréhension internationale.** [See 375.13 (∞)]

37 N (∞) International Conferences

FRANKLIN, Alfred White (Ed.). **Word-blindness or specific developmental dyslexia.** [See 371.913]

37 N (492) CONFERENCES (NETHERLANDS)

GOOTE, Ir. M.; GROOT, A.D. de & SNIJDERS, J. Th. **Onderwijsresearch in Nederland.** [See 37 P (492)]

37 N (∞) INTERNATIONAL CONFERENCES

HENTIG, Hartmut von. **Das erste Studienjahr an der Universität.** [See 378 (430.2+∞)]

37 N (∞) INTERNATIONAL CONFERENCES

HOLMES, B. & ROBINSOHN, S.B. (Ed.). **Relevant data in comparative education.** [See 370.25]

37 N (∞) INTERNATIONAL CONFERENCES

INTERNATIONAL REDERATION OF TEACHERS ASSOCIATIONS. **Cultural and technical co-operation with countries in process of development.** [See 379.824 (∞)]

37 N (∞) INTERNATIONAL CONFERENCES

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **The further training of teachers in service.** [See 371.13 (∞)]

37 N (∞) INTERNATIONAL CONFERENCES

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **The teacher recruitment question, causes and remedies.** [See 371.11 (∞)]

37 N (45) CONFERENCES (ITALY)

ITALY. CENTRO DIDATTICO NAZIONALE PER LA SCUOLA MATERNA. **La funzione direttiva nella scuola materna.** [See 372.21 (45)]

37 N (73) CONFERENCES (UNITED STATES)

LEWIS, Lanora G.; BRYAN, J.Ned & POPPENDIECK, Robert. **Talent and tomorrow's teachers.** [See 378 (73)]

37 N (931) CONFERENCES (NEW ZEALAND)

MAXWELL, Gabrielle M. (Ed.). **Research in the education of Maori children.** [See 371.98 (931)]

37 N (72) CONFERENCES (MEXICO)

MEXICO. SECRETARIA DE EDUCACIÓN PÚBLICA. Oficina de coordinación general de educación preescolar y primaria en la Republica & UNESCO. **Primer seminario para inspectores de educación.** [See 379.31 (72)]

37 N (∞) INTERNATIONAL CONFERENCES

ORGANISATION MONDIALE DE LA SANTÉ, Bureau régional de l'Europe & UNESCO. **La préparation des enseignants à l'éducation sanitaire.** [See 375.83)]

37 N (44) CONFERENCES (FRANCE)

PARIS. INSTITUT PÉDAGOGIQUE NATIONAL. **Planification et enseignement.** [See 379.50 (44+∞)]

37 N (42) CONFERENCES (UNITED KINGDOM)

PERKINS, W.H. (Ed.). **The place of science in primary education.** [See 375.2]

37 N (45) CONFERENCES (ITALY)

PIGNATARI, Marziola (Ed.). **L'orientamento professionale come educazione civica.** [See 377.94]

37 N (∞) INTERNATIONAL CONFERENCES

PROHASKA, Leopold (Hrsg.). **Mensch und Freizeit.** [See 377.26]

37 N (∞) INTERNATIONAL CONFERENCES

SÉMINAIRE POUR RÉALISATEURS DE TV SCOLAIRE. 1er, Bâle, 7-14 février 1962. **Compte rendu.** [See 371.368 (∞)]

37 N (73) CONFERENCES (UNITED STATES)

SNADER, Daniel W. (Ed.). **The leadership role of State supervisors of mathematics.** [See 375.3 (73)]

37 N (494) CONFERENCES (SWITZERLAND)

SOCIÉTÉ PÉDAGOGIQUE ROMANDE (Switzerland). **Vers une école romande.** [See 371.42 (494)]

37 N (44) CONFERENCES (FRANCE)

SOURGEN, H. (Ed.). **L'éducation des jeunes enfants.** [See 372.3 (44)]

37 N (430.2+436) CONFERENCES (FEDERAL REPUBLIC OF GERMANY & AUSTRIA)

STEIDL, Josef (Hrsg.). **Weg zu Europa.** [See 377.38]

37 N (∞) INTERNATIONAL CONFERENCES

STERN, H.H. (Ed.). **Foreign languages in primary education.** [See 375.13 (∞)]

37 N (6+∞) CONFERENCES (AFRICA AND VARIOUS COUNTRIES)

TAYLOR, A. (Ed.). **Educational and occupational selection in West Africa.** [See 377.922 (6+∞)]

37 N (73) CONFERENCES (UNITED STATES)

TORRANCE, E. Paul (Ed.). **Creativity.** [See 371.95]

37 N (6) CONFERENCES (AFRICA)

UNESCO. **The development of higher education in Africa.** [See 378 (6)]

37 N (∞) INTERNATIONAL CONFERENCES

UNESCO. **Second world conference on adult education.** [See 374 (∞)]

37 N (∞) INTERNATIONAL CONFERENCES

UNESCO. INSTITUT FÜR PÄDAGOGIK & INTERNATIONALER ARBEITSKREIS SONNENBERG. **Hauptlinien und Kernfragen der internationalen pädagogischen Entwicklung.** [See 373.16 (∞)]

37 N (∞) INTERNATIONAL CONFERENCES

UNESCO. YOUTH INSTITUTE. **La jeunesse: une nouvelle chance pour l'humanité.** [See 371.037]

37 N (∞) INTERNATIONAL CONFERENCES

UNESCO. YOUTH INSTITUTE. **The social impact of film and television on youth.** [See 371.864]

37 N (73) CONFERENCES (UNITED STATES)

UNITED STATES. OFFICE OF EDUCATION. **Programs for the educationally disadvantaged.** [See 371.96 (73)]

37 P RESEARCH AND INQUIRIES

AMREIN, Maria Winfrid. **Die aktive Verantwortung des Zöglings im Mädcheninternat.** [See 371.59]

37 P (54) RESEARCH AND INQUIRIES (INDIA)

ARASARKADAVIL, Denis J. **The secondary school leaving examination in India.** [See 373.105]

37 P (81) RESEARCH AND INQUIRIES (BRAZIL)

BAQUERO, Godeardo & FRANTZ, P. Theobaldo. **Assim falam êles e elas.** [See 376.7 (81)]

37 P (430.2) Research and Inquiries (Federal Republic of Germany)

BURGER, Robert. **Liegt die höhere Schule richtig?** [See 373.16 (430.2)]

37 P (94) Research and Inquiries (Australia)

CAMPBELL, W.J. **Television and the Australian adolescent.** [See 621.388 (94)]

37 P (493) Research and Inquiries (Belgium)

COETSIER, L. **Problematiek van slagen en mislukken in de eerste kandidatuur van de universiteit.** [See 378 (493)]

37 P (71) Research and Inquiries — 37 N (71) Conferences (Canada)

CONFÉRENCE CANADIENNE SUR LA RECHERCHE EN ÉDUCATION. 2ᵉ. Ste-Anne-de-Bellevue (Québec), 8-10 juin 1961. Colligé par C.P. Collins. (Toronto), Association canadienne d'éducation, s.d. 92 p., ron., bibl. — Report of the second Canadian Conference on educational research. Problems and future prospects of such research. Value and need of it in the drawing up of curricula, the selection of teaching methods and the improvement of school administration as well as in teacher training. (IBE)

37 P (45) Research and Inquiries (Italy)

CURCI, Angelo Vincenzo. **Questa scuola.** [See 373 (45)]

37 P (∞) Research and Inquiries (Various Countries)

DUKE, Benjamin C. (Ed.). **Survey of educational media research in the Far East.** [See 371.36 (∞)]

37 P (44) Research and Inquiries (France)

FÉDÉRATION FRANÇAISE DES MAISONS DES JEUNES ET DE LA CULTURE. **Enquête de l'Unesco sur les valeurs auxquelles les jeunes sont attachés en Orient et en Occident.** [See 376.7]

37 P (492) Research and Inquiries (Netherlands)

GALAN, C. de & NELISSEN, H. **Onze technische schooljeugd.** [See 376.7 (492)]

37 P (73) Research and Inquiries (United States)

GARRY, Ralph; RAINSBERRY, F.B. & WINICK, Charles (Ed.). **For the young viewer.** [See 371.864 (73)]

37 P (494) Research and Inquiries (Switzerland)

GIROD, Roger & ROUILLER, Jean-Frédéric. **Milieu social et orientation dans la carrière des adolescents.** [See 370.47 (494)]

37 P (492) Research and Inquiries — 37 E (492) Reference Books — 37 N (492) Conferences (Netherlands)

GOOTE, Ir. M.; GROOT, A.D. de & SNIJDERS, J. Th. **Onderwijsresearch in Nederland.** Verslag conferentie te Utrecht, 17 maart 1958. Tilburg, Uitgeverij Zwijsen, 1959. 72 p., ind. (Pedagogische Publicaties, 4). — Report of the Utrecht conference hedl to discuss the Netherlands' educational research institutes and their work. Departmental, municipal and university bodies; pedagogical centres; specialised institutions. (IBE)

37 P (485) Research Inquiries (Sweden)

HÄRNQVIST, Kjell. **Individuella differenser och skoldifferentiering.** [See 371.265]

37 P (73) Research Inquiries (United States)

HARRIS, Albert J. **Readings on reading instruction.** [See 372.4]

37 P (569.4) Research and Inquiries (Israel)

HONIG-PARNASS, Tikvah. **Training youth from new immigrants settlements.** [See 371.44 (569.4)]

37 P (94) Research and Inquiries (Australia)

HUGHES, P.W. **Academic achievement at the university.** [See 378 (94)]

37 P (81) Research and Inquiries (Brazil)

HUTCHINSON, Bertram et al. **Mobilidade e trabalho.** [See 370.47 (81)]

37 P (∞) Research and Inquiries (Various Countries)

INTERNATIONAL ASSOCIATION OF UNIVERSITIES — ASSOCIATION INTERNATIONALE DES UNIVERSITÉS. **Liste internationale - 1963 - International list.** [See 378 (∞)]

37 P (42) Research and Inquiries (United Kingdom/England)

JAHODA, Marie. **The education of technologists.** [See 378.61 (42)]

37 P (439) Research and Inquiries (Hungary)

KOMÁR, Pálné (Ed.). **Mit vár a társadalom az iskolai oktatástól.** [See 375.0 (439)]

37 P (438) Research and Inquiries (Poland)

KOWALEWSKA, Halina. **Godziny wychowawcze.** [See 375.0 (438)]

37 P (471) Research and Inquiries (Finland)

KYÖSTIÖ, O.K. **Oppilaiden terveydentilan riippuvuus koulutyypistä.** [See 371.71 (471)]

37 P Research and Inquiries

LUCKER, Elisabeth. **Die praktisch-intellektuelle Begabung der Mädchen in ihrer Bedeutung für ihren Berufseinsatz.** [See 377.94]

37 P Research and Inquiries

McASHAN, Hildreth Hoke. **Elements of educational research.** [See 370.4]

37 P (81) Research and Inquiries (Brazil)

MACIEL, Carlos Frederico. **Um estudo-pesquisa sôbre o ensino secundário da filosofia.** [See 375.5 (81)]

37 P (485) Research and Inquiries (Sweden)

MALMQUIST, Eve. **Barnens kunskaper och färdigheter** i läsning, skrivning och räkning vid skolgångens början i enhetsskolans första årskurs. [See 371.231]

37 P (42) Research and Inquiries (United Kingdom)

MAYS, John Barron. **Education and the urban child.** [See 370.47 (42)]

37 P (81) Research and Inquiries (Brazil)

MEDEIROS, Laudelino T. **Educação na área rural de Santa Cruz do Sul.** [See 370.47 (81)]

37 P (44) Research and Inquiries (France)

MICHARD, H. et al. **La délinquance des jeunes en groupe.** [See 371.93]

37 P (494) Research and Inquiries (Switzerland)

MÜLLER, Ernst. **Zur Problematik des Schullesebuches für Zehnjärige, mit besonderer Berucksichtigung seines Wortschatzes und seines Weltbildes.** [See 375.12]

37 P (73) Research and Inquiries (United States)

MYERS, Lawrence. **An experimental study of influence of the experienced teacher on television.** [See 371.368]

37 P (42) Research and Inquiries (United Kingdom)

NEWSON, John & NEWSON, Elizabeth. **Infant care in an urban community.** [See 371.02]

37 P (∞) Research and Inquiries (Various Countries)

PAULHUS, E. **L'éducabilité religieuse des déficients mentaux.** [See 377.1]

37 P (494.42) Research and Inquiries (Switzerland/Geneva)

ROLLER, S. & HARAMEIN, A. **Enquête sur les retards scolaires.** [See 371.237 (494.42)]

37 P (94) Research and Inquiries (Australia)

SCHONELL, Fred J. et al. **Promise and performance.** [See 378 (94)]

37 P (430.2) Research and Inquiries (Federal Republic of Germany)

SCHUH, Eduard. **Der Volksschullehrer.** [See 371.140]

37 P (41) Research and Inquiries (Scotland)

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION. Scholastic Survey Committee. **The Scottish scholastic survey, 1953.** [See 371.263 (41)]

37 P (73) Research and Inquiries (United States)

SHANE, Harold G. & MULRY, June Grant. **Improving language arts instruction through research.** [See 375.12]

37 P (73) Research and Inquiries (United States)

STEFFENSEN, James P. **Merit salary programs.** [See 371.15 (73)]

37 P (73) Research and Inquiries (United States)

TRAPP, E. Philip & HIMMELSTEIN, Philip (Ed.). **Readings on the exceptional child.** [See 371.90]

37 P (42) Research and Inquiries (United Kingdom)

VENESS, Thelma. **School leavers.** [See 376.7 (42)]

37 P (∞) Research and Inquiries (Various Countries)

WALL, W.D.; SCHONELL, F.J. & OLSON, Willard C. **Failure in school.** [See 371.237 (∞)]

37 P (∞) Research and Inquiries (Various Countries)

**The world of learning 1963-64.** [See 37 E (∞)]

## 370 THEORY OF EDUCATION

370 Theory of Education

AGOSTI, Marco & CHIZZOLINI, Vittorio. **Maturità magistrale.** [See 371.14 (45)]

370 Theory of Education

BANFI, Antonio. **La problematicità dell'educazione e il pensiero pedagogico.** [See 370.3]

370 Theory of Education — 371.301 Particular Theories — 371.43 Systems distinguished by their Educational Procedure

BERZERO, Giorgio. **Come svolgo i miei temi di pedagogia.** Esempi di temi interamente spiegati e di temi a traccia. [Torino], G.B. Paravia & C., (cop. 1958). xv+358 p., bibl. notes. (Collana " Il maestro "). — Educational encyclopaedia for the use of students at training colleges and the teachers who prepare the competitive examinations. In short summaries is given the thinking of the educators who, since Rousseau, have had an influence on the development of modern pedagogy. The reader is induced to think himself about the various topics of discussion and composition based on the ideas of these different authors. Annotated bibliography of literary works bearing upon teaching. (IBE)

### 370 Theory of Education — 371 General Aspects of Education

BONOMI, Giovanni. **La pedagogia e i suoi problemi.** Cremona, Editrice "Padus", 1960. 397 p., bibl., notes. — Discussions of a theoretical nature concerning educational problems. The studies are arranged in three main categories: (a) general aspects of education; (b) the teacher, his relationship with the school, the school itself; (c) experiments carried out in the field of didactics and systems characterised by their educational procedure. (IBE)

### 370 Theory of Education — 37 C Life and Work of Educationists

CATRYSSE, Jean. **Tratado de educación de la juventud.** De Marnix de Santa Aldegonda. Caracas, Universidad Central de Venezuela, 1959. 121 p., fig., notes. — Translation and Spanish-Latin juxtaposition of "Traité d'éducation de la jeunesse de Marnix de Sainte-Aldegonde" pubilshed in 1959 by Editions Arscia, Brussels. (See IBE Bulletin Nº 136). (IBE)

### 370 Theory of Education — 370.4 Scientific Pedagogy. Experimental Education — 37 C Life and Work of Educationists — 37 E Reference Books

CHMAJ, Ludwik. **Prądy i kierunki w pedagogice XX wieku.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 535 p., bibl., ind., notes. — Educational treatise including a history of the developments and trends in the 20th century and showing the increasing role which biology, psychology and practical experimentation have in the educational sciences. Some 125 articles dealing respectively with the principal educators of the late 19th and the 20th centuries and accompanied each by a bibliography are arranged in the following five sections: (a) naturalist and liberal pedagogy; (b) sociological pedagogy; (c) cultural pedagogy; (d) religious pedagogy; (e) pedagogy founded on the theory of historical materialism. (IBE)

### 370 Theory of Education — 370.47 Sociology and Education

CIRIGLIANO, Gustavo F.J. **Analisis fenomenologico de la educación.** Parana (Argentina), Universidad nacional del Litoral, Facultad de ciencias de la educación, 1962. 191 p., bibl. — After showing the distinction between conceptions of education according to which the latter is seen either as a concept or as a fact — and which he considers true though incomplete — the author examines education as a phenomenon. He finds the conditions of its existence to be (a) social unity due to the possession of a cultural heritage and to the need for continuity, which is effected through the action of transmission, (b) the individual's social tendency manifested in assimilation owing to the development of his spiritual capacity. These real elements of the "education" phenomenon do not appear as isolated. Thus it is not society which is seen but "society confronted by man", not man but "man confronted by society". These two factors are united by a particular relationship, namely education. (IBE)

### 370 Theory of Education — 371.3 Teaching and Intellectual Education — 371.14 Good Teaching Conditions

CONNELL, W.F. et al. **The foundations of education.** London, The Crescent Press, 1962. x+308 p., fig., tabl., bibl., ind. — Investigation carried out under the auspices of the Department of Education, University of Sydney. Examination in turn of the four factors which must be understood before any educative action is undertaken: (1) the children (significant features in their development from birth to adolescence); (2) the social and cultural setting of the school and the latter's objects in general; (3) the organization of subject matter in school curricula and the bases upon which effective teaching methods and evaluation may be developed; (4) the characteristics of the teacher himself, upon whose art, skill, knowledge and personality the success of education for the most part rests. (IBE)

### 370 Theory of Education — 371.450 Christian Education

ESTERHUES, Josef. **Allgemeine Pädagogik im Grundriss.** Zur Einführung systematisch dargestellt. Paderborn, Ferdinand Schöningh, 1962. 128 p., bibl. — Short general introduction to the principles, tasks and methods of the applied science of pedagogy. Systematic account of the basic principles which must be mastered before proceeding to specialised study. The author distinguishes education and instruction in their educational sense from acquired culture and knowledge; the latter may be the conclusion or one of the aspects of the former. His concept of man is based on the *Philosophia perennis,* from which follows his definition of the duties of educators, be they natural or professional, individual or collective. It is necessary to have a good understanding (based on science and Christian revelation) of the child, his nature, his perviousness and resistance to the process of education. General survey of the facilities for culture (schools, institutes, youth groups, etc.). (IBE)

370 THEORY OF EDUCATION — 362 (45) SOCIAL AGENCIES. SOCIAL WELFARE (ITALY)

GIGLIO, Abigaille. **Linee di pedagogia sociale.** Catania, Dott. Romeo Prampolini, Editore, 1960. 122 p., bibl. — Intended for social workers of all types, this short work proposes to show the prime role played by education in the development of the individual. History and definition of the tasks belonging to social welfare in view of the problems (family, school, vocational) arising in the modern world. (IBE)

370 THEORY OF EDUCATION — 37 C LIFE AND WORK OF EDUCATIONISTS

JEAN PAUL. **Levana oder Erziehlehre.** Besorgt von K.G. Fischer. Paderborn, 1963. 352 p., fig., bibl., ind., notes, chronol. tabl. (Schöninghs Sammlung Pädagogischer Schriften, Quellen zur Geschichte der Pädagogik). — When *Levana* was first published in 1807 the "rebuilding of the national order by means of education was already a definite idea" and consequently this new pedagogy aroused general interest — even that of Goethe — while some went so far as to set its author above J.J. Rousseau. Jean Paul himself said that *Levana* was his message to future generations. Such has proved true since the philosophical and psychological principles and the humanitarian motives underlying this teaching have not only lost nothing essential during the years but they are having their influence on modern pedagogy. Jean Paul's penetrating studies, his career as a private teacher and his role as a father enabled him to understand the child mind and he wished to protect its unfoldment. According to him, teaching should respect "the naturally good man" and develop his highest qualities (love of one's neighbour, religion, strength of will); "... let the child be taught to regard as sacred all manifestation of animal life... let him be given the heart of a Hindoo and not that of a Cartesian philosopher". In a critical discussion the commentator shows Jean Paul in true perspective as regards pre-romanticism and the influences of his day (Rousseau, Basedow, Herder, etc.) and that he had very accurate and up-to-date views concerning man's social and individual needs. (IBE)

370 THEORY OF EDUCATION

KNELLER, George F. (Ed.). **Foundations of education.** [See 37 A (73)]

370 THEORY OF EDUCATION — 37 C LIFE AND WORK OF EDUCATIONISTS — 37 B (439) HISTORY OF EDUCATION (HUNGARY)

KOVÁCS, Endre (Ed.). **Comenius Magyarországon.** Comenius Sárospatakon írt műveiből. Budapest, Tankönyvkiadó, 1962. 409 p., tabl. (Summaries in Russian and German). (Pedagógiai Tudományos Intézet). — Hungarian texts of the writings and addresses of Comenius during the four years which he spent at Sárospatak (Hungary) as guest in the home of the Rakoczi family of princes. Preceding the texts is a discussion of the influence which Comenius has had since 1650 on educational, social and political developments in Hungary. In addition to works such as the *Orbis Pictus* and the *Schola Ludus,* of which he made fair copies during this period, he published either in Latin or Czech quite a series of articles reflecting the programme of the Patak school and the importance of method, textbooks, style, conduct and good administration. These writings, as well as others dealing with political and social life (which is still tainted with feudalism), had their effect on intellectual life during the 18th century in Hungary, while today they are the subject of much writing and translation. The texts in the present volume have been selected on the basis of the Amsterdam (1657) edition. (IBE)

370 THEORY OF EDUCATION — 377 EDUCATION OF THE PERSONALITY — 371.452 CATHOLIC EDUCATION

KRIEKEMANS, A. **Algemeine pedagogiek.** Leuven, Uitgeverij E. Nauwelaerts, 1959. 477 p., fig., tabl., bibl. — Argument endeavouring to show from the point of view of

Christian principles that "education should always lead to spiritual maturity". All education (physical, intellectual, social, political, aesthetic, moral, religious or sex education) should be regarded from the single aspect of its aim in forming the personality. Discussion of man's different learning aptitudes, motor abilities and material and spiritual propensities as well as of the educational phenomenon such as it appears to be at the present. (IBE)

370 Theory of Education — 37 B History of Education

LAENG, Mauro. **Problemi di struttura della pedagogia.** (Brescia), "La Scuola" Editrice, (1960). 287 p., bibl. notes, ind. (Pedagogia e scuola, Teoria e scienza dell'educazione). — Discussion, based on a historical and critical method, concerning the "structure" of pedagogy. Pedagogy is fundamentally an empirical art founded on rules which are dictated by practice and tradition. By reason of its "human" element such education is beyond any attempt to systematise it. According to the philosophical and religious conception of it the human person's values are universal, childhood must be re-appraised and people's education must assume new tasks. Having its own methods, pedagogy as a science opens the way to logical research and, although independent, draws on related sciences (biology, psychology, sociology) while not excluding philosophical speculation. (IBE)

370 Theory of Education

LAPORTA, Raffaele. **La comunità scolastica.** [See 371.01 (45)]

370 Theory of Education — 37 B History of Education

OKOŃ, Wincenty & SUCHODOLSKI, Bogdan (Ed.). **Studia nad pedagogika XX wieku.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 516 p., bibl. notes. (Problemy współczesnego wychowania, Tom IV). — Collection of some twenty studies dealing with education in the 20th century, in particular with the prominent educators, including thirteen Poles or Russians. (IBE)

370 Theory of Education

PETERSEN, Peter. **Allgemeine Erziehungswissenschaft.** 2. Aufl. Berlin, Walter de Gruyter & Co., 1962. 276 p., bibl. notes. — Courses given at Hamburg by Peter Petersen during the years 1921 and 1923 on the following subjects: principles underlying the educational sciences; collectivity, individual and person; nature and culture; education and instruction. The two parts of the complete publication presuppose a scale of values and among these philosophy was to form the subject of a third part. All moral values of society are related to those of the individual. The child, however, lives more within his environment than within himself and hence his distress if this environment is corrupt or is destroyed. Through exchanges between his individual self and those who surround him the adult becomes a personality. Petersen's aim is to justify a science of education which is without illusions, such alone being the requirement for effective education and alone able to lift the school out of the deadlock caused by administration and public education out of the stagnation due to disordered effort. (IBE)

370 Theory of Education — 371.30 Teaching Principles — 37 C Life and Work of Educationists

PFEFFER, Fritz. **Die pädagogische Idee Otto Willmanns in der Entwicklung.** System der wissenschaftlichen Pädagogik und Vorgeschichte der "Didaktik". Freiburg i.B., [etc.], Herder, (cop. 1962). 219 p., bibl. notes. (Schriften des Willmann-Instituts, München-Wien). — Discussion concerning the development of Otto Willmann's educational ideas which constitute the basis of his work "Didaktik als Bildungslehre" (1882). Didactics — long considered to be the art of teaching — can only be explained within the context of a general system of education such as that described in "Die allgemeine Pädagogik" (1875) and in "Die Enzyklopädie der Pädagogik" (1876), from which emerges a doctrine embracing the scientific study of educational aims and values as well as of the nature and development of universal traditions. Pedagogy is a discipline socially motivated and scientifically founded since the renewing of society constitutes the fundamental phenomenon which is the aim of education. Hence the endeavour to devise a system of pedagogy which is descriptive and historical as well as philosophic and practical. (IBE)

370 THEORY OF EDUCATION — 370.4 SCIENTIFIC PEDAGOGY. EXPERIMENTAL EDUCATION — 371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION

PLANCHARD, Emile. **Introduction à la pédagogie.** Louvain, Editions Nauwelaerts & Paris, Béatrice-Nauwelaerts, 1963. 237 p., fig., tabl., bibl. notes. — Informative and explanatory work presenting the facts and ideas which underlie contemporary pedagogy. An explanation of what pedagogy consists in is followed by an analysis of its psychological basis, social justification and scientific organization. New education is discussed from the point of view of school methods. The book concludes with references to the most outstanding persons and most characteristic achievements in the field of education during the 20th century. (IBE)

370 THEORY OF EDUCATION

RAMANATHAN, G. **Education from Dewey to Gandhi.** [See 371.08]

370 THEORY OF EDUCATION

REY-HERME, P.A. **L'enfant et son devenir.** Tome I: **Développement psychologique.** Tome II: **Orientation pédagogique.** [See 136.7]

370 THEORY OF EDUCATION

RUGG, Harold. **Imagination.** [See 155]

370 THEORY OF EDUCATION

SCHLIEPER, Friedrich. **Allgemeine Berufspädagogik.** [See 373.5]

370 THEORY OF EDUCATION

WYNNE, John P. **Theories of education.** An introduction to the foundations of education. New York, [etc.], Harper and Row, (1963). XIII+521 p., bibl., ind. (Harper's Series on Teaching). — Principal theories of education from Plato until the present day and including the scholasticism of Saint Thomas, the neo-Thomism of Leo XIII and particularly the theories which have been or are now current in the United States. A separate chapter, accompanied by a commentary and by a list of references, is devoted to each theory, which is systematically discussed in regard to its philosophical and psychological bases, its implications and applications as well as its cultural and social circumstances. (IBE)

370.1 (73) CONCEPT AND AIMS OF EDUCATION — 379.5 (73) EDUCATIONAL POLICY IN GENERAL — 37 N (73) CONFERENCES (UNITED STATES)

ELAM, Stanley (Ed.). **New dimensions for educational progress.** The report of a symposium sponsored jointly by Phi Delta Kappa International, Xi Campus Chapter of Phi Delta Kappa & The School of Education, University of Pittsburgh. Bloomington (Indiana), Phi Delta Kappa, 1962. IX+190 p. — A Phi Delta Kappa symposium was held at the University of Pittsburgh in order that a new approach and adequate methods might be found for educational progress and to enable fresh consideration of certain educational problems which have become pressing due to the present rapid changes in society. The six papers presented, as well as a full report of the discussions to which they gave rise, illustrate various features which education in the United States is assuming: difficulties of children belonging to low socio-economic groups; relative inadequacy of educational research; the "missing dimension" in higher education; financing of university study; teacher training; application of cultural principles with the purpose of forming a "universal middle class". (IBE)

370.1 (42) CONCEPT AND AIMS OF EDUCATION (UNITED KINGDOM)

GARFORTH, F.W. **Education and social purpose.** [See 370.47 (42)]

370.1 CONCEPT AND AIMS OF EDUCATION

HUTCHINS, Robert M. **Educazione alla libertà.** [See 378 (73)]

370.1 CONCEPT AND AIMS OF EDUCATION

MANTOVANI, Juan. **Educación y vida.** [See 370.3]

370.1 (94) Concept and Aims of Education — 371.12 (94) Training of Primary and Secondary Teachers — 379 (94) School Administration — 371.03 (94) Education out of School (Australia)

MENZIES, R.G. et al. **The challenge to Australian education.** Melbourne, [etc.], F.W. Cheshire, for the Australian College of Education, (1961). 75 p., bibl. — Five addresses which at the second annual conference of the Australian College of Education were delivered on (a) the challenge to education (address by the Prime Minister), (b) the qualities and training of teachers (for all levels), (c) the government of Australian education, (d) educational influences outside the school, (e) tertiary education (at the universities, the technical or agricultural colleges, the teacher training establishments, etc.). (IBE)

370.1 (73) Concept and Aims of education (United States)

RICCIO, Anthony C. & CYPHERT, Frederick R. (Ed.). **Teaching in America.** [See 371.1 (73)]

370.1 Concept and Aims of Education — 377 Education of the Personality

SCHMUTZ, Heinz. **Die Zukunft unserer Jugend in Freiheit.** Eine Zeitstudie. (Bern, Verlag Buri & Cie, 1961). 35 p., fig. — Appeal which, addressed to those responsible in the home, the school and the Church as well as to business heads and political authorities in the western world, is intended to act as a warning to youth, who are the future guarantee of a culture based on respect for the individual and freedom, against the dangers of mass civilisation, educational intellectualism and vocational opportunism. All education should be reconsidered from the point of view of human values but lose nothing of its moral and spiritual basis. To counteract the despair in young people invaded by the " anonymous politics of the masses " the author suggests certain practical solutions based on the reinforcement of the democratic society which must be set up tomorrow by the young of today. (IBE)

370.25 Comparative Method — 37 C Life and Work of Educationists

FRASER, Stewart. **M.A. Jullien's plan for comparative education, 1816-1817.** Nashville (Tennessee), George Peabody College for Teachers, 1962. 120 p., ron., notes, bibl., app. — Complete English edition of the Paris work " Esquisse d'un ouvrage sur l'éducation comparée, et séries de questions sur l'éducation " (outline of a book on comparative education, together with some questions relating to education) by Marc Antoine Jullien. At the beginning of the volume is a discussion, accompanied by many references, of the life, personality and work of Jullien (1775-1848), who must be regarded both as the " precursor " of the International Bureau of Education and Unesco and as the father of comparative education. (IBE)

370.25 Comparative Method

FUENTEALBA HERNÁNDEZ, Leonardo. **Le concept d'éducation comparée.** 'S-Gravenhage, Martinus Nijhoff, (1963). (Printed as a separate part of "Revue internationale de Pédagogie", Vol. VIII/1963, No. 3-4, pp. 363-382, which was published by the Unesco Institute for Education, Hamburg). — French translation of an article published in Spanish under the title "El concepto de educación comparada" by Imprenta Nascimento, Santiago de Chile, in 1962. (See IBE Bulletin No. 148). (IBE)

370.25 Comparative Method

GOETZ, Helmut. **Marc-Antoine Jullien de Paris 1775-1848.** [See 37 C]

370.25 Comparative Method — 37 N (∞) International Conferences — 37 D Bibliography

HOLMES, B. & ROBINSOHN, S.B. (Ed.). **Relevant data in comparative education.** Report on an Expert Meeting, March 11-16, 1963. Hamburg, Unesco Institute for Education, 1963. 144 p., fig., tabl., bibl. (50 p.). (International studies in education). — Experts from fifteen countries attended the meeting, which was held in order to evolve suitable methods for comparative education studies. The research work presented deals with the following matters: (1) the terminology, taxonomy and international classification which facilitate the use of data in comparative education studies; (2) inter-disciplinary collaboration (assistance from such fields as the social sciences, political science, psychology, etc.) in order that education may be planned on a rational basis and a system established for the quantitative and qualitative prediction and verification of educational development; (3) contribution which may be made to comparative education by statistics and documentary material relating to the social sciences. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 370.4 SCIENTIFIC PEDAGOGY. EXPERIMENTAL EDUCATION — 37 C LIFE AND WORK OF EDUCATIONISTS

ALESSANDRO, Vittorio d'. **Gino Ferretti e il rinnovamento della pedagogia.** Firenze, " La Nuova Italia " Editrice, (1959). XIX+358 p., 1 pl., bibl., ind., notes. (Educatori antichi e moderni, CLXI). — Based on an aesthetic concept, Ferretti's work in the fields of educational philosophy, teaching and child psychology ranks among the important contributions to the movement whose aim was a new education characterised by activity methods. Professor of education at the University of Palermo, where he taught until his death in 1950, Ferretti was listened to with great attention at many national and international conferences. To analyse his contribution to present Italian pedagogy is tantamount to tracing the change from essentially idealistic pedagogy to pragmatic and experimental " activism ". (IBE)

370.3 PHILOSOPHY OF EDUCATION — 370 THEORY OF EDUCATION — 37 I COLLECTED WRITINGS BY THE SAME AUTHOR OR SYMPOSIUMS

BANFI, Antonio. **La problematicità dell'educazione e il pensiero pedagogico.** Firenze, "La Nuova Italia" Editrice, (1961). 384 p., pl., bibl. notes, ind. (Educatori antichi e moderni, CLXVI). — The philosopher A. Banfi, professor for 25 years at the University of Milan and who died in 1957, sought to evolve a theory of education based both on philosophical considerations and on the concrete factors involved in the problem of education. For this purpose he made a special study of the contemporary trends in German pedagogy. After the war he gave his attention also to practical problems such as people's education and adult education. Selected from his main writings, the present extracts are commented by a former pupil of his who wished to pay a tribute to Professor Banfi's very fertile thought and many-sided activity. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 377.38 EDUCATION FOR INTERNATIONAL UNDERSTANDING — 373.5 (45) VOCATIONAL AND TECHNICAL EDUCATION (ITALY)

BARONI, A. et al. **La filosofia dell'educazione ed altri problemi pedagogici.** Bologna, Edizioni Giuseppe Malipiero, (cop. 1961). 113 p., bibl. notes. (Associazione Pedagogica Italiana, Bologna e Istituto di Pedagogia, Bologna). — In preparation for the 5th National Educational Congress in Italy (1960) the education authorities in Bologna asked six specialists in the respective fields to introduce the congress discussions with reports on (a) the philosophy of education in today's world, (b) national and international education, (c) various problems connected with vocational training. (IBE)

370.3 PHILOSOPHY OF EDUCATION

BERTIN, Giovanni Maria. **La pedagogia umanistica europea nei secoli XV e XVI.** [See 37 B]

370.3 PHILOSOPHY OF EDUCATION

BRUBACHER, John S. **Modern philosophies of education.** 3rd ed. New York & London, McGraw-Hill Book Co., 1962. IX+373 p., bibl. notes, ind. (McGraw-Hill Series in Education, Foundations in Education). — Third edition of an essay on the philosophy of education, comprising a comparative study of the different philosophical approaches to educational problems. Additions to this edition include: discussions on existentialism and on language analysis; examination of politico-economic philosophies of education, especially communism; analysis of the problems of United States higher education. (IBE)

370.3 (73+82) Philosophy of Education (United States & Argentina) — 371.341 "Teaching Machines"

CIRIGLIANO, Gustavo F.J. **Temas nuevos en educación.** Parana (Argentina), Facultad de Ciencias de la Educación, Universidad Nacional del Litoral, 1963. 134 p., bibl. notes. — Owing to the progress made day after day in our present technical civilisation it is necessary for education to renew its tools and theories and formulate new philosophies capable of supporting practices which have already been changed by actual circumstances. Discussion of the latest philosophical trends in education in the United States ("reconstructionism", educational existentialism, the analytical movement). Examination of current American methods and techniques (language laboratories, teaching machines and other procedures for mechanising certain parts of the school's programme). The book concludes with an explanation of the philosophies of education which have succeeded each other in Argentina and led education in this country to what the author terms the "movement for synthesis". (IBE)

370.3 Philosophy of Education

CONGRESSO NAZIONALE DI PEDAGOGIA. Vo., Bologna, 7-9 Maggio 1960. **Atti.** [See 377.38 (45)]

370.3 Philosophy of Education — 370.47 Sociology and Education — 371.43 Systems distinguished by their Educational Procedure: " Progressive " Education — 37 C Life and Work of Educationists

DWORKIN, Martin S. (Ed.). **Dewey On Education.** Selections, with an introduction and notes. New York, Bureau of Publications, Teachers College, Columbia University, (1959). 134 p. (Classics in Education, No. 3). — Collection of Dewey's ideas on education, covering education proper, the school, the subject matter of education, the nature of method, the school and social progress. Included are some of the author's views on progressive education and the science of education as well as his introduction to the " Use of Resources in Education ". (IBE)

370.3 Philosophy of Education — 37 C Life and Work of Educationists

FABER, Werner. **Das dialogische Prinzip Martin Bubers und das erzieherische Verhältnis.** Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1962). 190 p., bibl. (Beiträge zur Erziehungswissenschaft). — At first active in connection with people's universities and the Jewish communities, then professor of the science of religions at the University of Frankfurt and of social philosophy in Jerusalem, Martin Buber devoted himself to the problem of education, particularly adult education. According to him, all real life is an encounter, a dialogue between "my ego and yours". This "principle" of a dialogue is a vital conviction providing the inspiration for his works and making real his fruitful existence, his optimistic outlook and the ethical unity of his thought and action. This principle in its application to educational relationships is the subject of the present study: origins; universal manifestation; relationship with the other person's conscience and with one's own; fundamental value of this principle in regard to education. (IBE)

370.3 Philosophy of Education

FISCHER, Kurth Gerhard. **Die Pädagogik des Menschenmöglichen. Adalbert Stifter.** [See 37 C]

370.3 Philosophy of Education — 37 C Life and Work of Educationists — 377.2 Moral Education

FRIEBEL, Horst. **Die Bedeutung des Bösen für die Entwicklung der Pädagogik Schleiermachers.** Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1961). 178 p., bibl., gloss., notes. (Kölner Arbeiten zur Pädagogik). — Discussion concerning the work of Schleiermacher (1768-1834), who was little known as an educator prior to the beginning of the 20th century. Based on the purely educational writings of the German theologian and philosopher, this analysis draws attention to the dominant ideas of his " educational anthropology " and shows the influence which the problem of " Evil " had on the forming and development of his educational thinking. (IBE)

370.3 Philosophy of Education

GEISSLER, Erich E. **Der Gedanke der Jugend bei Gustav Wyneken.** [See 37 C]

370.3 PHILOSOPHY OF EDUCATION — 37 B HISTORY OF EDUCATION

GEYMONAT, Ludovico & TISATO, Renato. **Filosofia e pedagogia nella storia della civiltà.** Volume primo: **Periodo antico e medioevale.** Volume secondo: **Dal Rinascimento al secolo XVIII.** (Milano), Garzanti, (1961). 367 p. & 472 p., fig., bibl., ind. — Intended for teacher college students as well as for junior and senior teachers, a work dealing with philosophy and education throughout the period from ancient times until the end of the 18th century. The evolution of educational and philosophical thought is set in its historical context with the result that the two volumes constitute a veritable history of civilisation. (IBE)

370.3 PHILOSOPHY OF EDUCATION

GUSDORF, Georges. **Pourquoi des professeurs?** [See 371.140]

370.3 (73) PHILOSOPHY OF EDUCATION (UNITED STATES)

KNELLER, George F. (Ed.). **Foundations of education.** [See 37 A (73)]

370.3 PHILOSOPHY OF EDUCATION

LAENG, Mauro. **F.W. Foerster.** [See 37 C]

370.3 PHILOSOPHY OF EDUCATION — 371.01 THE SCHOOL

LIBRIZZI, Carmelo. **Il problema del rapporto scuola-società.** Catania, Cav. Niccolò Giannotta Editore, 1961. 147 p. — Discussion concerning various aspects of the relationship between the school and society: the educator, his personality, responsibilities and duties; the pupil, his reactions and the pupil-teacher relationship; politics and the school (responsibility of public authorities); the school and society (the school as essential foundation of the nation's political and social life, the illiteracy of the mind); the school as it should be. (IBE)

370.3 PHILOSOPHY OF EDUCATION

LICHSTENSTEIN, Ernst. **Bildungsgeschichtliche Perspektiven.** [See 37 B]

370.3 PHILOSOPHY OF EDUCATION — 370.1 CONCEPT AND AIMS OF EDUCATION — 37 C LIFE AND WORK OF EDUCATIONISTS

MANTOVANI, Juan. **Educación y vida.** 2a ed. Buenos Aires, Editorial Losada, (1959). 153 p. (Publicaciones de la Revista de pedagogia, Biblioteca del maestro). — Second edition of a work which, by the Argentine educator who died recently, deals with the old and yet ever present problem of the relationship between education and life. Society demands improved specialisation but also a larger proportion of general culture in order that the ideal of the human person may be restored. During this period of crisis in education and culture it is necessary to revise educational methods so that the child may be endowed with collective virtues without prejudice to his sense of individual independence. One chapter is devoted to Pestalozzi and Maria Montessori, two great educators who dedicated their lives and work to the study of this problem. (IBE)

370.3 PHILOSOPHY OF EDUCATION — 371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE

MINETTI, Eugenio. **Il problema pedagogico nella dignità della persona.** Ascoli Piceno, Soc. Tipolitografica Editrice, (1961). 292 p., tabl., bibl. notes. — The progress of science and of technology threaten man with the loss of awarenes of his nature and destiny. It behoves the school, while providing the necessary education, to safeguard those values which ensure the dignity of the human being. The " natural " method seems realistic enough to train persons useful to modern society, while at the same time permitting them to develop their personality. This method receives its inspiration from thinkers and educators who, with Dewey, Claparède and the originators of the activity school, devised a kind of pedagogy based on respect for the child's individuality and freedom, without neglecting the social education necessary for his adjustement to life. (IBE)

370.3 PHILOSOPHY OF EDUCATION

MUKHERJEE, Himangshu Bhushan. **Education for fulness.** [See 37 C]

370.3 (73) PHILOSOPHY OF EDUCATION (UNITED STATES)

PARKER, J. Cecil; EDWARDS, T. Bentley & STEGEMAN, William H. **Curriculum in America.** [See 375.0 (73)]

370.3 PHILOSOPHY OF EDUCATION — 377.3 SOCIAL EDUCATION

PROHASKA, Leopold. **Pädagogik der Begegnung.** Entwurf einer ganzheitlichen Erziehungslehre. Freiburg i. B., [etc.], Herder, (cop. 1961). 112 p., bibl., ind. (Das Pädagogische Gespräch). — Philosophical study on the " contact ", its educational value and its ontological significance. The contact is a phenomenon occurring on three levels: physical, psychic and spiritual. It is a liberating, generous and existential force. From the contact between friends, between enemies even, between the sexes, between teacher and pupil, is derived a kind of teaching which must be consciously employed in the field of education; these contacts must be perfected in a natural, spiritual and miraculous sense. Reference is also made to the contact between man and God. (IBE)

370.3 PHILOSOPHY OF EDUCATION

RIEDEL, Johannes. **Arbeiten und Lernen.** [See 371.33]

370.3 PHILOSOPHY OF EDUCATION

SCHWEIKERT, Otto. **Pädagogische Besinnung über eine problematisch gewordene Tatwelt.** Ein Vortrag. Stuttgart, Calwer Verlag, (cop. 1958). 39 p., bibl. (Calwer Hefte zur Förderung biblischen Glaubens und christlichen Lebens, Heft 19). — Some thoughts concerning the "world of action" (*Tatwelt*) and which lead the author to conclude that human activity has become problematical in a world which, due to superficiality, generalisation as well as the secular trend, is characterised by lack of inner life, of achievement and of radical change. This discussion is followed by conclusions regarding education. (IBE)

370.3 PHILOSOPHY OF EDUCATION

TESTA, Aldo. **La scuola come dialogo.** Conclusioni della " Scuola del dialogo ". Nuova edizione. (Bologna), Cappelli, (1961). 245 p., app. (Biblioteca di cultura pedagogica, 1). — Philosophical discussion concerning the "school for dialogue". It is proposed that education (the child's behaviour) give way to "diagogia" (the building of spiritual and ethical reality by the teacher and pupil together. In education just as, generally speaking, in actual life the truth prevails by means of "dialogue" and for this reason the "school for dialogue" becomes the "school for truth". (IBE)

370.3 PHILOSOPHY OF EDUCATION

TODISCO, Nicola. **Il pensiero di Sergio Hessen.** [See 37 C]

370.3 PHILOSOPHY OF EDUCATION

TOLLKÖTTER, Bernhard. **Erziehung und Selbstsein.** Das pädagogische Grundproblem im Werke von Karl Jaspers. Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1961). 147 p., bibl., notes. (Kölner Arbeiten zur Pädagogik). — Dissertation on the profitable lesson that education can derive from the philosophy of Karl Jaspers. On the assumption that Jaspers' view - according to which, man's duty is to be himself, to become himself (selbst sein, selbst werden) - a detailed analysis is made of the correlation existing between the two points of view showing what in Jaspers' work can enlighten the educator. (IBE)

370.3 PHILOSOPHY OF EDUCATION

TUGGENER, Heinrich. **Der Lehrer.** [See 371.1]

370.3 PHILOSOPHY OF EDUCATION

WILDS, Elmer H. & LOTTICH, Kenneth V. **The foundations of modern education.** [See 37 B]

370.3 PHILOSOPHY OF EDUCATION

WINN, Ralph B. (Ed.). **John Dewey: dictionary of education.** [See 37 E]

### 370.4 Scientific Pedagogy. Experimental Education

ALESSANDRO, Vittorio d'. **Gino Ferretti e il rinnovamento della pedagogia.** [See 370.3]

### 370.4 Scientific Pedagogy. Experimental Education

CHMAJ, Ludwik. **Prądy i kierunki w pedagogice XX wieku.** [See 370]

### 370.4 Scientific Pedagogy. Experimental Education — 371.14 (54) Good Teaching Conditions (India)

COREY, Stephen M. & SHUKLA, J.K. **Practical classroom research by teachers.** Classroom experimentation to improve teaching. New Delhi, National Institute of Basic Education, 1962. IV+116 p., tabl., bibl. — Guide for the use of primary and secondary school teachers in India. How to adjust the problems of behaviour and teaching in view of the ever growing demands of modern education. How to conduct classroom research and tests (collection of data, analytical system of marking, frequency tables of correlation coefficients) in order to reveal pupils' aptitudes, propensities and progress, etc. (IBE)

### 370.4 Scientific Pedagogy. Experimental Education — 370.46 Educational Psychology

DANJUSEVSKAJA, T.I. & SAMOHVALOVA, V.I. (Ed.). **Nas opyt učebno-vospitatel'noj raboty v škole.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 168 p., tabl. (Institute of Psychology. Educational Readings). — Collected articles describing experiments which a certain number of teachers conducted on the assimilation of knowledge learnt in middle and upper classes at secondary schools. Discussion of how concepts are formed and of the conditions which are favourable to this process. Description of experimental teaching which is based on the principles worked out at the laboratory of the Institute of Psychology. Development of the ability to understand and of other abilities in relation to pupils' ages and the subjects taught. (IBE)

### 370.4 Scientific Pedagogy. Experimental Education — 37 P Research and Inquiries

McASHAN, Hildreth Hoke. **Elements of educational research.** New York & London, McGraw-Hill Book Co., (1963). XIV+208 p., tabl., bibl., gloss., ind. — Systematic account of the procedure to be followed in educational research: the way to envisage and define the problem; what may be assumed; selecting the test methods and techniques, etc. Description of an actual investigation (financially supported by the Office of Education) showing how to present the research project in all its particulars, including the estimated time and cost. With its glossary of technical terms and its precise details this reference guide will serve both the experienced researcher and the beginner. (IBE)

### 370.4 Scientific Pedagogy. Experimental Education

PLANCHARD, Emile. **Introduction à la pédagogie.** [See 370]

### 370.4 Scientific Pedagogy. Experimental Education

PLANCHARD, Emile. **A investigação pedagógica.** Objecto — Métodos — Resultados. 3.a ed. rev. Coimbra, Arménio Amada, Editor, 1960. 339 p., bibl., notes. (Coleção Studium, Temas filosóficos, jurídicos e sociais, 50). — Third Portuguese edition of the French work "L'investigation pédagogique" originally published by Duclot-Roulin, Tamines, in 1945. (See IBE Bulletin No. 78). (IBE)

### 370.44 (73) Economy and Education (United States)

BENSON, Charles S. **The economics of public education.** [See 379.32 (73)]

### 370.44 Economy and Education

CURLE, Adam. **Educational strategy for developing societies.** [See 370.47]

370.44 (493 + ∞) ECONOMY AND EDUCATION — 379.32 (493 + ∞) FINANCING OF EDUCATION — 379.50 (493 + ∞) PLANNING (BELGIUM & VARIOUS COUNTRIES)

D'HOOGH, Christian. **Problèmes économiques de l'enseignement.** Contribution à l'étude de l'investissement en capital humain. Bruxelles, Centre d'étude des problèmes sociaux et professionnels de la technique, 1963. VIII+223 p., fig., tabl., bibl., notes. (Publications du C.E.P.S.P.T.). — With the transformation of contemporary society the problems of education must be solved by viewing them from a new angle, which naturally leads to the planning of human resources. After enumerating all the matters which must be considered in an analysis of education's economic problems the author furnishes the documentation necessary for " dynamic " study of educational structure in Belgium. Over-all economic picture of education in this country together with an outline of the direction which future research might take. (IBE)

370.44 ECONOMY AND EDUCATION

GOZZER, Giovanni (Ed.). **Aspetti economici del problema scolastico.** [See 379.50]

370.44 (∞) ECONOMY AND EDUCATION (VARIOUS COUNTRIES)

GOZZER, Giovanni (Ed.). **Scuola e programmazione economica.** [See 379.50 (45+ ∞)]

370.44 (∞) ECONOMY AND EDUCATION — 379.6 (∞) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (VARIOUS COUNTRIES)

HALSEY, A.H. (Ed.). **Aptitude intellectuelle et éducation.** (Paris), Organisation de Coopération et de Développement économiques, (1961). 226 p., tabl., bibl., ind. — Account of the conference which the Organization for Economic Co-operation and Development held on aptitudes and the opportunities for education. Taken together the reports presented by the delegates of the 16 countries offer a picture of knowledge concerning not only the nature of aptitudes (" talents ") but also their assessment and mobilisation in order that all such human resources may be employed in the training of the skilled manpower made necessary by present economic development. (IBE)

370.44 ECONOMY AND EDUCATION

JACCARD, Pierre. **Política del empleo y de la educación.** Traducción de Dora Delfino. Buenos Aires, Kapelusz Editores, (1962). XI+353 p., fig., bibl. notes. (Biblioteca de Cultura Pedagógica). — Spanish translation of the book published in French under the title "Politique de l'emploi et de l'éducation" by Editions Payot, Paris, in 1957. (See IBE Bulletin No. 126). (IBE)

370.44 (81) ECONOMY AND EDUCATION (BRAZIL)

LIMA, J. Pinto et al. **Técnicos para o desenvolvimento da agricultura.** [See 378.61 (81)]

370.44 (45) ECONOMY AND EDUCATION — 379.50 (45) PLANNING (ITALY)

MARTINOLI, Gino. **Tecnica, sviluppo economico, scuola.** Milano, Edizioni di Comunità, 1962. 279 p., tabl. (Cultura e realtà, Universale contemporanea, 31). — Under the title "Tecnics, economic development and the school" this book argues in favour of a fruitful discussion between the school and society, between "the producer and the consumer of the school's product", and emphasises the importance of planning in regard to present educational possibilities and future needs. Technicians, economists and teachers should collaborate so that the school may satisfy the modern demands arising from rapid changes in social and economic conditions. (IBE)

370.44 (73) ECONOMY AND EDUCATION (UNITED STATES)

MUSHKIN, Selma J. (Ed.). **Economics of higher education.** [See 378 (73)]

370.44 (∞) ECONOMY AND EDUCATION — 370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES)

REISSIG, Luis. **Educación y desarrollo economico.** Buenos Aires, Editorial Losada, (cop. 1961). 111 p., tabl., bibl. notes. (Cristal del tiempo). — Relationship between education and economic conditions. References to illiteracy, the failure to attend school, the influence of rural and city life on the structure and operation of educational systems.

Fundamental role which should be played by the primary school in providing early training of a technical and economic nature and the importance of the university in completing this training. Statistical data intended to facilitate the definition of educational problems. If education is to have an influence on economic development it is necessary that educational planning be related permanently to circumstances of an economic nature. (IBE)

370.44 ECONOMY AND EDUCATION — 379.50 PLANNING

ROMERO, Fernando. **La educación como agente económico.** (Introducción a un estudio de la economía educativa). (Lima, Editorial SENATI, 1963). VII+113 p. — Introduction to a previous work on the interrelation between education and the economy. The Latin-American countries — and particularly Peru — have considerably increased their educational investment during recent years but owing to the absence of accurate statistics and of real planning the results have not been commensurate with the efforts made. In order that education — particularly in the developing countries — may stimulate a rise in the standard of living it is necessary for the underlying philosophy to be reconsidered in the light of the economy. Such is possible only if the existence of what may be called "educational economy" as a new scientific subject, issue of the union between education and the economy, be admitted and understood. This new discipline makes use of statistics, draws upon technical education and comparative education and enables observation of the influence which economic, political and cultural factors have in education. (IBE)

370.44 (46) ECONOMY AND EDUCATION (SPAIN)

SPAIN. MINISTERIO DE EDUCACIÓN NACIONAL & UNESCO. **La educación y el desarrollo economico-social.** [See 379.50 (46)]

370.44 (45) ECONOMY AND EDUCATION (ITALY)

SVIMEZ (Associazione per lo sviluppo dell'industria nel Mezzogiorno) (Italy). **Mutamenti della struttura professionale e ruolo della scuola.** [See 379.50 (45)]

370.44 (∞) ECONOMY AND EDUCATION (VARIOUS COUNTRIES)

UNESCO. **Education and agricultural development.** [See 373.52 (∞)]

370.45 BIOLOGY AND EDUCATION

KEILHACKER, Martin. **Pädagogische Psychologie.** [See 370.46]

370.45 (73+∞) BIOLOGY AND EDUCATION — 370.48 (73+∞) COMPARATIVE EDUCATION RESEARCH (UNITED STATES & VARIOUS COUNTRIES)

SPINDLER, George D. (Ed.). **Education and culture.** Anthropological approaches. New York, [etc.], Holt, Rinehart & Winston, (1963). xx+571 p., bibl., ind., notes. — Anthropology is the study of the racial and mental features, the physical and psychic development, the culture and the traditions of different peoples. In the present series of monographs seventeen specialists describe their work and tested findings in connection with the process of human development and the common facts and features by which education in societies is characterised. The aim here is to indicate how and in regard to what aspects the services of applied anthropology can be used in the education of societies, particularly the American society. In order to verify their assumption that educational systems, cultural standards and social relations are interdependent the authors compare American culture with that of five other societies. By an analysis of educational practices and economic factors as well as of the individual's social and private behaviour and emotional development it is shown that education received during the early years is the major factor in determining how young persons are affected by their contact with the problems of adolescence. The authors find that in each of the societies concerned the education received by adolescents — as regards their future responsibilities as citizens and as heads of families — is certainly superior to that given by American society. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

AEBLI, Hans. **Psychologische Didaktik.** Didaktische Auswertung der Psychologie von Jean Piaget. Übersetzt von Hans Cramer. Stuttgart, Ernst Klett Verlag, (1963). 180 p., fig., bibl., ind. — German translation of a work originally published under the title "Didactique psychologique: Application à la didactique de la psychologie de Jean Piaget" in 1951 by Delachaux et Niestlé, Neuchâtel. (See IBE Bulletin No. 103). (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

AEBLI, Hans. **Über die geistige Entwicklung des Kindes.** Stuttgart, Ernst Klett Verlag, (cop. 1963). 124 p., fig., tabl., bibl. notes. — On the basis of his analysis, illustrated with examples, of Jean Piaget's theories the author considers that in any discussion of children's mental development more account should be taken of all the factors involved in the process of intellectual development. He next describes experiments which, conducted among groups of children in their third and fourth school years, gave the conclusive results underlying his "multifactorial" theory of development (*Multifaktorielle Theorie der Entwicklung*). Then he shows the application which the multifactorial theory has in education and he indicates the implications for child psychology. The book not only furnishes in the German language an explanation of Piaget's theories but also offers further perspectives in regard to the psychology of the child's mental development. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (A Department of the National Education Association, United States). **New insights and the curriculum.** [See 371.3]

370.46 EDUCATIONAL PSYCHOLOGY

BARRIOS PEÑA, Jaime. **Integración de la personalidad y proceso educativo.** Guatemala, Editorial del Ministerio de Educación Pública "José de Pineda Ibarra", 1961. 127 p., fig., tabl., app. (Colección Científico-Pedagógica, 15). — Personality, culture and freedom are the concepts which underlie this study concerning the individualisation and integration of personality by the educational process. Starting from a rather theoretical position concerning the appreciation of the personality type and relying upon an experimental procedure intended to determine, on the basis of samples taken, the most significant characteristics of the human element the author explains the fundamental conflict of young Guatemalan delinquents as being a response to dissociation, to the anomalies and contradictions of his country's institutional life which obstructs the process of the personality's integration. As a quick remedy and to enable maximum educational result to be obtained from children and adolescents, he offers a series of recommendations relating to family protection and proposes an educational reform having a qualitative basis and which corresponds to the psychological, biological and social circumstances regarding pupils. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

BECCHI, Egle. **La pedagogia della "Gestalt".** Firenze, « La Nuova Italia » Editrice, (1961). IX+88 p., bibl., ind., notes, app. (Educatori antichi e moderni, CLXXVI). — Critical account of genesis and of the contribution which the Gestalt theory has made to education. Method and principles of Gestalt psychology; development of perception; problem solving and the principle of integration; Kurt Levin's psychological and social "field theory"; his work on social education and psychological teaching (social and democratic education; Lewin and Dewey; realism and rationalism in educational methods; globalism and integration in the social classes; Kurt Lewin's educational principles and the present educational situation in Italy). (IBE)

370.46 EDUCATIONAL PSYCHOLOGY — 375.3 MATHEMATICS

BIGGS, J.B. **Anxiety, motivation and primary school mathematics.** London, The National Foundation for Educational Research in England and Wales, Information Service, 1962. 388 p. ron., fig., tabl., bibl. (16 p.). (Occasional Publication No. 7). — Experimental study on some of the problems involved in the learning of mathematics, in particular on the effect which anxiety may have on learning. The present publication is concerned mainly with the psychological aspect but the educational aspect is to be dealt with in a later study. The emotional blocking which affects learning and achievement is more frequent in mathematics than in other subjects. If it be considered that there is a crisis in mathematics teaching the causes must be sought with the aid of information furnished by general psychology and particularly in the motivation for the learning process. (IBE)

**370.46 EDUCATIONAL PSYCHOLOGY**

BLOCK, A. de. **Algemene didactiek der theoretische intelligentie.** Antwerpen & Amsterdam, Uitgeversmij. N. V. Standaard Boekhandel, 1960. 245 p., fig., bibl., notes. — Critical study dealing with experimental educational psychology (different kinds and theories of learning, analysis of the learning process at school) and with the information furnished by modern psychology of thought. The theory described concerns intellectual training, without however neglecting the importance of physical growth, social and aesthetic education and the full development of the personality. (IBE)

**370.46 EDUCATIONAL PSYCHOLOGY**

BOGOJAVLENSKIJ, D.N. & MENCINSKAJA, N.A. (Ed.). **Puti povyšenija kačestva usvoenija znanij v načal'nyh klassah.** [See 371.30]

**370.46 EDUCATIONAL PSYCHOLOGY**

CORRELL, Werner. **Lernpsychologie.** Grundfragen und pädagogische Konsequenzen der neueren Lernpsychologie. Donauwörth, Verlag Ludwig Auer, Cassianeum, (1961). 152 p., bibl. notes. — Basic problems belonging to the psychology of learning (*Lernpsychologie*). Most recent results obtained in Germany and abroad and their significance for education. Critical analysis of the learning process. Interpretations given by the principal schools of psychology, particularly those of the psychology of " form " and of psychology of thought *(Denkpsychologie)*. Consideration of the factors which determine learning (motivation, emotional maturity, social factors, memory, role of transfer, etc.) and of the obstacles, their causes and the ways of overcoming them. (IBE)

**370.46 EDUCATIONAL PSYCHOLOGY**

CORRELL, Werner. **Lernstörungen beim Schulkind.** [See 371.237]

**370.46 EDUCATIONAL PSYCHOLOGY**

DANJUSEVSKAJA, T.I. & SAMOHVALOVA, V.I. (Ed.). **Nas opyt učebno-vospitatel'noj raboty v škole.** [See 370.4]

**370.46 EDUCATIONAL PSYCHOLOGY**

DE CECCO, John P. **Human learning in the school.** New York, [etc.], Holt, Rinehart and Winston, (1963). XIX+636 p., fig., tabl., bibl., ind. (Readings in Educational Psychology). — Account of the research work which, constituting contributions to educational psychology, fifty specialists have carried out on teaching and learning considered as arts. The articles are arranged in ten chapters dealing respectively with: (a) the link between laboratory and classroom; (b) motivation; (c) programmed learning; (d) human problem solving; (e) communication by means of words; (f) mass media; (g) intelligence; (h) individual differences; (i) learning in groups; (j) measurement of learning (tests). Suggestions for bridging the gap between educational psychology and the psychology of learning and for rendering school education more effective. (IBE)

**370.46 EDUCATIONAL PSYCHOLOGY**

HAINE, H. E. **Classroom psychology.** Brisbane, The Jacaranda Press, 1961. 354 p., fig., tabl., bibl., ind. — Guide which, intended for education students and beginning teachers, deals with general psychology and its practical application in the classroom. Definition and introductory consideration of psychology; the nervous system and its different manifestations; the development of concepts and of language skills; the learning process and its component parts; the theory of growth and development both generally and in the child; moral behaviour; children's aesthetic development; problem children; social psychology; adolescence; psychology and the teacher. (IBE)

**370.46 EDUCATIONAL PSYCHOLOGY**

HILLEBRAND, M.J. **Psychologie des Lernens und Lehrens.** Eine anthropologisch-psychologische Grundlegung. 2. veränderte Aufl. Bern & Stuttgart, Gemeinschaftsverlag Hans Huber — Ernst Klett, (cop. 1958). 179 p., bibl. notes, ind. (Abhandlungen zur Pädagogischen Psychologie, Band II). — Since the psychology relating to the art of learning and the art of teaching is concerned with the soul and mind all observations for its purposes must be made within an " existential " human context. On such a basis it can apply the procedures of the empirical method to the art of learning and teaching. Its task is thus two-fold as it is concerned not only with the " das " and the "was " but also with the method (the " wie "). (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

HOLZINGER, Fritz. **Schulreife und Schullaufbahn.** [See 371.231]

370.46 EDUCATIONAL PSYCHOLOGY — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

HUTH, Albert. **Kontrollpunkte im menschlichen Reifen.** Aktuelle pädagogische Forderungen aus der modernen Entwicklungspsychologie. Freiburg i.B., [etc.], Herder, (cop. 1962). 124 p., fig., bibl. (Das pädagogische Gespräch, Aktuelle Veröffentlichungen des Willmann-Instituts, München-Wien). — Contribution to the study of mental development. "Control points" for determining relative maturity, potential school ability and the moment for vocational choice, possible education at higher level as well as political and social responsibility. Findings and progress in the field of "development psychology" *(Entwicklungspsychologie)*; examples of its practical application in education. Necessity for educators to seize the opportunities presented by alternating periods of mental incubation and development. The informed teacher will thus know these psychic phases, understand any retardation and be able to make use of changes in development rate. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

INGENKAMP, Karlheinz et al. (Ed.). **Praktische Erfahrungen mit Schulreifetests.** [See 371.231]

370.46 EDUCATIONAL PSYCHOLOGY

JUNG, C.G. **Psychologie et éducation.** [See 131]

370.46 EDUCATIONAL PSYCHOLOGY — 370.45 BIOLOGY AND EDUCATION

KEILHACKER, Martin. **Pädagogische Psychologie.** 6. Aufl. Regensburg, Verlag Josef Habbel, (1961). 183 p., bibl., ind. — Sixth edition, revised and enlarged, of an essay on psychology as applied to the biological and psychic development of the child and the adolescent, with the chapter on the existing state of educational psychology brought up to date. (See IBE Bulletin No. 99). (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

KILPATRICK, William Heard. **I fondamenti del metodo.** [See 371.301]

370.46 EDUCATIONAL PSYCHOLOGY

LEVITOV, N.D. & KRUTECKIJ, V.A. (Ed.). **Sposobnosti i interesy.** [See 15]

370.46 EDUCATIONAL PSYCHOLOGY — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 372.3 EDUCATIONAL METHODS WITH YOUNG CHILDREN

LONDON. UNIVERSITY. INSTITUTE OF EDUCATION. **First years in school.** Aspects of children's development from the age of 4 to 7. London, Evans Brothers, (1963). 229 p., fig., tabl., bibl. (Studies in Education). — Series of courses organized by the Institute of Education, London University, and given by several prominent professors, specialists and psychologists on various aspects of children's development between the ages of 4 and 7 years. Topics dealt with: physical development; the child's thinking; his "scientific" interests; language development; idea of number; personal and social relationships; moral growth. The concluding chapter is concerned with the implications which this understanding and knowledge about the young child have for education. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

MIERKE, Karl. **Begabung, Bildung und Bildsamkeit.** Betrachtungen über das Bildungsschicksal des mittelmässig begabten Schulkindes. Bern & Stuttgart, Gemeinschaftsverlag Hans Huber - Ernst Klett, (cop. 1963). 205 p., fig., tabl., bibl. (Abhandlungen zur Pädagogischen Psychologie, Band VII). — Critical and analytical study concerning aptitudes and the plasticity of intelligence in the average pupil. Whereas tests identify exceptional cases (the specially gifted and the handicapped) average children, who constitute the majority of pupils, are at a disadvantage and have not the interest and encouragement to which they are entitled in view of their latent abilities and the place they will occupy in the society of tomorrow. Employing the empirical method the author shows that the average pupil is malleable, that his intelligence can be shaped and stimulated until his talents are manifested and that he can even excel in many kinds of activity. It is the social role of the school to develop these abilities. For this purpose it is advisable to evaluate tests not only qualitatively (to determine intellectual level) but also quantitatively (to reveal personality and achievement). Leaving reforms as such to education authorities, psychology can assist pedagogy in the drawing up of a structural programme and in the recognition and development of individual talents in accordance with the personality and inclinations of each pupil. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY — 152 PERCEPTION, SENSATION — 371.306 EDUCATION OF ATTENTION

MIERKE, Karl. **Konzentrationsfähigkeit und Konzentrationsschwäche.** 2. erweiterte Aufl. Bern & Stuttgart, Gemeinschaftsverlag Hans Huber - Ernst Klett, (1962). 146 p., fig., bibl., ind., app. (Abhandlungen zur pädagogischen Psychologie, Band I). — Second edition, revised and enlarged, of a work published in 1957 by Hans Huber, Bern. (See IBE Bulletin No. 128). (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

MYSŁAKOWSKI, Zygmunt. **Kształcenie i doświadczenie.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1961. 252 p., bibl., ind. (Summaries in Russian, English, German and French). — Discussion concerning the influence of the respective factors of " general instruction " and " experience " in any educational system. Ideas attached to these terms at different periods; distinction between practice experience, and routine; examination of the relationship between the epistemological and teaching processes. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

PERQUIN, Nic. **Algemene didactiek.** [See 371.30]

370.46 EDUCATIONAL PSYCHOLOGY

RIVERSO, Michele. **Psicologia funzionale e problema pedagogico.** [See 377.2]

370.46 EDUCATIONAL PSYCHOLOGY

SAMARIN, Ju. A. **Očerki psihologii uma.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 504 p., tabl., bibl. — " Essays on the psychology of intelligence " describing the theoretical and practical problems connected with the training of the intellect in the child throughout the process of his education. Detailed analysis of the " associative " nature of intellectual action as revealed by direct observation of schoolchildren's mental activity. The principles which the author explains are based on the classic works dealing with Marxism as well as on the theories of Pavlov and Setchenov and current research in the fields of psychology and physiology. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

SCHMIDT, Wolfgang. **Neuzeitliche Volksschularbeit.** [See 372.1]

370.46 EDUCATIONAL PSYCHOLOGY — 371.30 TEACHING PRINCIPLES

ŠČUKINA, G. I. **Formirovanie poznavatel'nyh interesov učaščihsja v processe obučenija.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 230 p., tabl., bibl. notes. — Development of the desire to learn, a desire considered as one of the principal aspects of the personality. The effectiveness of teaching methods does not relate solely to the imparting of knowledge but also to the development of a continued interest in the subjects studied and in learning in general. Importance of the emotional factor as stimulus and use of the latter in producing effort. The examples given are especially concerned with the humanities and biology. (IBE)

370.46 EDUCATIONAL PSYCHOLOGY

TANNER, J.M. **Education et croissance.** [See 371.72]

370.46 EDUCATIONAL PSYCHOLOGY

TOWNSEND, Edward Arthur & BURKE, Paul J. **Learning for teachers.** New York, The Macmillan Co., (1962). VI+313 p., fig., tabl., bibl. (26 p.), ind. — Teacher's guide dealing with the means which children have of learning and knowing as well as of developing their intellectual faculties such as memory, reasoning, discriminating, etc. It is the wise educator's duty and privilege to encourage rivalry among pupils and hence the justification for studying the following matters: teacher-pupil relations; individual and collective development among adolescents; proper employment of programmed instruction tests. Education has in fact the role of helping the educator to bridge the space between theories of learning and methods of teaching. (IBE)

### 370.46 EDUCATIONAL PSYCHOLOGY

ZANKOV, L.V. (Ed.). **Razvitie učaščihsja v processe obučenija (I-II klassy).** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 291 p., fig., tabl., bibl., notes. (Institute of Educational Theory and History). — Work dealing with "schoolchildren's development during the 1st and 2nd years of the school course" and being one in a series of publications written by specialists in the analysis of research results in regard to the effect of schooling on the pupil's development and the relation between the two. In one chapter the general significance of the problem is discussed, while the others describe the changes observed in the various aspects of the psychic state under the influence of schooling. (IBE)

### 370.47 SOCIOLOGY AND EDUCATION

CIRIGLIANO, Gustavo F.J. **Analisis fenomenologico de la educación.** [See 370]

### 370.47 (73) SOCIOLOGY AND EDUCATION — 373 (73) SECONDARY EDUCATION — 379.6 (73) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW — 379.83 (73) SCHOOL POLICY AND MINORITIES (UNITED STATES)

CONANT, James Bryant. **Slums and suburbs.** A commentary on schools in metropolitan areas. New York & London, McGraw-Hill Book Co., (1961). VIII+147 p., tabl. — The contrast between the educational opportunities of children living in overcrowded areas of large American cities (often having large negro populations) and those of children in middle-class suburbs shows how the school's tasks and achievements depend upon the status and ambitions of the families being served. The author is anxious to draw the attention of his fellow citizens to the dangers presented by (a) the difficulty which young people in large cities experience in finding employment on completion of their schooling between the ages of 16 and 21 years, (b) failure to apply the principle of racial equality in school education. In his opinion these two factors threaten to cause a " social explosion " the serious consequences of which need not be emphasised. (IBE)

### 370.47 SOCIOLOGY AND EDUCATION — 370.44 ECONOMY AND EDUCATION

CURLE, Adam. **Educational strategy for developing societies.** A study of educational and social factors in relation to economic growth. (London), Tavistock Publications, (1962). XI+176 p., tabl., bibl. — Education in newly developing countries must be regarded as a force which is able not only to replace the apathy of the illiterate masses by the competences required for the country's development but also to transform society itself by overcoming traditionalism and social inequalities. Discussion (based on personal experience gained during six years spent in Asia and Africa) of the general problem of education as well as of several factors involved in development: agrarian reform; preventive medicine; education and vocational training particularly in the fields of industry and agriculture. Liberation of the talent necessary for establishing a new type of society must be founded upon selection criteria which are wiser and more flexible than hitherto as well as upon closer collaboration in regard to the different kinds of human potential. (IBE)

### 370.47 SOCIOLOGY AND EDUCATION

DWORKIN, Martin S. (Ed.). **Dewey on Education.** [See 370.3]

### 370.47 (42) SOCIOLOGY AND EDUCATION — 370.1 (42) CONCEPT AND AIMS OF EDUCATION (UNITED KINGDOM)

GARFORTH, F.W. **Education and social purpose.** London, Oldbourne, (1962). 174 p., bibl., ind. — Discussion of the manner in which education and society are interdependent inasmuch as the nature of each is determined by the other. This fact should be borne in mind whenever educational planning is being discussed and at the time of any activity in connection with education. Actually, one of the aims of education is to enrich culture and, in a continually developing world, lead society towards richer forms of self-expression. The process of education should help to present traditional values while promoting social changes which are in keeping with such values. (IBE)

370.47 (494) Sociology and Education -- 377.922 (494) Educational Guidance — 377.94 (494) Vocational Guidance — 37 P (494) Research and Inquiries (Switzerland)

GIROD, Roger & ROUILLER, Jean-Frédéric. **Milieu social et orientation dans la carrière des adolescents.** Troisième partie: Projets et attitudes à 15 ans. Genève, Centre de recherches de la Faculté des sciences économiques et sociales de l'Université de Genève, Section de sociologie, 1963. 330 p., tabl. — Third part of an inquiry concerning the influence of social environment in the guidance of adolescents' careers. Main purposes: discover the ambitions of approximately one thousand boys and girls 15 years old; assess the effect of their school standing and certain aspects of their living conditions on their projects; draw up a table of the latter and compare it with the table of situations actually available; study the persistency in choices before and on completion of compulsory schooling. An analysis of the replies received shows (1) the determinative effect which adolescents' school standing has on the level and direction of their ambitions, (2) the high degree of social mobility resulting from these ambitions, (3) the influence exerted by conditions of home life and by material and other circumstances on the projects of the young, (4) the accordance of the projects with environmental needs. (IBE)

370.47 (81) Sociology and Education — 37 P (81) Research and Inquiries (Brazil)

HUTCHINSON, Bertram et al. **Mobilidade e trabalho.** Um estudo na cidade de São Paulo. Rio de Janeiro, Centro Brasileiro de Pesquisas Educacionais, INEP — Ministério da Educação e Cultura, 1960. VIII+451 p., fig., tabl., bibl. notes. (Publicações do Centro Brasileiro de Pesquisas Educacionais — Série VIII — Pesquisas e Monografias — Vol. 1). — Report on a series of studies undertaken by the Brazilian Educational Research Centre in order to determine in what way social mobility is related to education. The data, obtained among an adult population of 2,500 individuals, was of two kinds: (a) information and social mobility and the level of study; (b) psychological diagnosis (effected mainly by use of projective procedures) of the individual's personality. Besides giving an overall view of the problem the results provided fundamental data concerning the rate of social mobility in the city of São Paulo. Finally, a more thorough examination of the problem dealt with two specific groups of the São Paulo population, namely factory workers and Italian immigrants. The different chapters are arranged in 3 sections: vocational occupations and the prestige they confer; education and social mobility; aspects of social mobility in São Paulo. (IBE)

370.47 Sociology and Education

HUXLEY, Julian. **Education and the humanist revolution.** Southampton, University of Southampton, 1962. 37 p., bibl. (The ninth Fawley Foundation Lecture). — Values have their origin in the relations between men in society. One of humanity's functions is to test these values and adjust them to its evolutionary experience, while education's role is to transform them and transmit their tradition. The author describes his views, definitely constructive, concerning education, which he places within a context of humanist evolution. He holds to account the retrograde traditionalism which prevented the laws of evolution from being taught. Modern education should be founded on the teaching of a humanism which is also scientific and which renders man able to know himself, direct his own path and evolve scientifically. Huxley presents the bases of an evolving system which will have the function of both transforming and transmitting the traditions and which will raise the level of man's knowledge to include evolutionary experience. The fundamental task of the teaching profession is to know and understand, in all its aspects, the evolutionary humanist revolution, to study its educational implications and to apply its principles in order that for humanity the vision of its own destiny may be clearer. (IBE)

370.47 Sociology and Education

KAUFMANN, Richard. **Gebrannte Kinder.** [See 376.7]

370.47 Sociology and Education

MAÍLLO, Adolfo. **La educación en la sociedad de nuestro tiempo.** [See 37 I]

370.47 (42) Sociology and Education — 371.81 (42) The Pupil and his Social Environment — 37 P (42) Research and Inquiries (United Kingdom)

MAYS, John Barron. **Education and the urban child.** Liverpool, Liverpool University Press, 1962. IX+208 p., fig., phot., tabl., ind. (Social Research Series). — Second volume of a series in which an account is given of the living conditions existing in a district situated in the hearth of Liverpool and which are considered as representative of the social problems in general affecting those who dwell in the poorer parts of large cities. Particular problems of the primary and the secondary modern schools in this district. Research conducted in this connection showing the many obstacles which prevent the objectives of the 1944 Education Act from being fully achieved. Relations between school and community and the role which education could play in helping to carry out social reforms and to settle the cultural conflict resulting from the extension of educational opportunities to those who live in the central parts of large cities. Description of the work carried out by the Liverpool County College, an institution which is to have considerable influence on educational policy in the coming years. (IBE)

370.47 (81) SOCIOLOGY AND EDUCATION — 37 P (81) RESEARCH AND INQUIRIES (BRAZIL)

MEDEIROS, Laudelino T. **Educação na área rural de Santa Cruz do Sul.** (Pôrto Alegre), Centro Regional de Pesquisas Educacionais do Rio Grande do Sul, INEP — Ministério da Educação e Cultura, (1962). 103 p., fig., tabl., bibl., app. (Publicações do C.R.P.E. do Rio Grande do Sul, Série I — Pesquisas e Monografias — Volume I). — Report of a research on the social conditions and on the features of primary schools in the rural area of Santa Cruz do Sul. Overall picture of the history, population and culture belonging to that area, together with an account of its composition and social and economic organization. On the basis of these particulars the author discusses in turn the schools, the teachers and the pupils: (a) statistics, appraisal of school activity, ways of improving the schools; (b) role and status of the teachers; (c) socio-economic conditions of the pupils' families, sociological considerations regarding the pupils (vocations of their fathers, duration of school attendance according to social environment and the distance from school), linguistic problems resulting from German immigration, etc. (IBE)

370.47 (42) SOCIOLOGY AND EDUCATION (UNITED KINGDOM)

NEWSON, John & NEWSON, Elizabeth. **Infant care in an urban community.** [See 371.02]

370.47 SOCIOLOGY AND EDUCATION

PESTALOZZI, Johann Heinrich. **Sämtliche Werke.** Kritische Ausgabe. 20. Band: **Schriften von Ende 1806 bis Anfang 1808.** [See 37 I]

370.47 (73) SOCIOLOGY AND EDUCATION — 379.6 (73) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (UNITED STATES)

SEXTON, Patricia Cayo. **Education and income.** Inequalities of opportunity in our public schools. New York, The Viking Press, 1961. XXI+298 p., tabl., bibl. notes, ind. — During the last twenty years or so it has been observed that despite all the improvements in public education, the latter fails to fulfil its function of promoting social mobility but rather perpetuates the distinction existing between the economic and social classes. The purpose of the present social inquiry carried out at the public schools in a large American city is to remind the authorities, educators and public of their responsibilities in the matter in order that a general democratisation of education may be undertaken. (IBE)

370.47 (438) SOCIOLOGY AND EDUCATION — 371.81 (438) THE PUPIL AND HIS SOCIAL ENVIRONMENT (POLAND)

SUCHODOLSKI, Bogdan (Ed.). **Środowisko i wychowanie.** Zbiór rozpraw z pedagogiki społecznej. Wrocław, [etc.], Zakład narodowy im. Ossolińskich wydawnictwo Polskiej Akademii nauk, 1963. 352 p., fig., tabl., bibl. notes. (Komitet nauk pedagogicznych i psychologicznych Polskiej Akademii nauk, Studia pedagogiczne, Tom X). — Collected studies on the interdependence of education and the environment: effect of an alcoholic home environment; school failures and their repercussions on the fate of young people; social causes of retardation in studies; particularities of schools situated near to large industrial localities. Other matters dealt with: futures of pupils who have attended vocational schools; ways in which schoolchildren spend their free time; leisure of tenants who occupy a workers' community home, etc. (IBE)

370.47 SOCIOLOGY AND EDUCATION

TENBRUCK, Friedrich H. **Jugend und Gesellschaft.** [See 376.7]

370.47 (73) SOCIOLOGY AND EDUCATION (UNITED STATES)

UNITED STATES. OFFICE OF EDUCATION. **Programs for the educationally disadvantaged.** [See 371.96 (73)]

370.47 SOCIOLOGY AND EDUCATION — 37 B (43) HISTORY OF EDUCATION (GERMANY)

WHANG, J.H. **Die Entwicklung der pädagogischen Soziologie in Deutschland.** Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1963). 133 p., notes, bibl. — Beginnings of educational sociology in Germany with Lorenz v. Stein (1815-1890); progress of social pedagogy during the 19th century and at the commencement of the 20th century (Pestalozzi, Schleiermacher, Otto Willmann, Paul Natorp, Aloys Fischer); social pedagogy and educational sociology in the 20th century (Paul Barth, Siegfried Kawerau, Karl Dunkmann, Theodor Geiger, Carl Weiss); political and economic aspects (Kerschensteiner, Ernst Kriek and Friedrich Oetinger); educational sociology today (Anna Siemsen, Helmut Schelsky and René König). Account of those issues which, at the same time practical and theoretical, were during the 19th century dominated by the concepts of general culture, individualist philosophy and scientific efficiency. The definitely more practical issues which in the 20th century are influenced by the findings of psychology, by economic and social upheavals as well as by political ideologies. Educational sociology belongs, together with educational psychology, to anthropology of a philosophical and educational kind and deals mainly with the relationship between educators and pupils within groups, communities, societies and nations as well as with the relationships between groups themselves. (IBE)

370.47 SOCIOLOGY AND EDUCATION

WURST, Hans (Hrsg.). **Das Landkind heute und morgen.** [See 371.81]

370.48 (44+42) COMPARATIVE EDUCATION RESEARCH (FRANCE AND UNITED KINGDOM)

ARNOLD, Matthew. **Democratic education.** [See 372 (44+ ∞)]

370.48 (436+42) COMPARATIVE EDUCATION RESEARCH (AUSTRIA & UNITED KINGDOM)

BERGER, Walter. **Die österreichischen und englischen Lehrpläne an allgemeinbildenden Mittelschulen (Höheren Schulen).** [See 375.05:373.1 (436+42)]

370.48 (45) COMPARATIVE EDUCATION RESEARCH (ITALY)

CALOGERO, Giuseppe. **La scuola primaria e i programmi didattici del 1955.** [See 375.05:372.22 (45)]

370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES)

DOTTRENS, Robert. **Cómo mejorar los programas escolares de acuerdo con la pedagogía experimental.** [See 375.05:372.22 (∞)]

370.48 (430.2) COMPARATIVE EDUCATION RESEARCH (FEDERAL REPUBLIC OF GERMANY)

GERMANY (Federal Republic of). STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BUNDESREPUBLIK DEUTSCHLAND. **Zur Ausbildung der Lehrer an Gymnasien.** [See 371.129 (430.2)]

370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES)

GOZZER, Giovanni (Ed.). **Scuola e programmazione economica.** [See 379.50 (45+ ∞)]

370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES)

HEATH, Kathryn G. **Ministries of Education: their functions and organization.** [See 379.2 (∞)]

370.48 (43+430.2+ ∞) COMPARATIVE EDUCATION RESEARCH (GERMANY, FEDERAL REPUBLIC OF GERMANY & VARIOUS COUNTRIES)

HEINEL, Jürgen. **Die deutsche Sozialpolitik des 19. Jahrhunderts im Spiegel der Schulgeschichtsbücher.** [See 375.42 (43+430.2+ ∞)]

370.48 Comparative Education Research
**International yearbook of education.** Vol. XXV, 1963. [See 37 G (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
KING, Edmund J. **Other schools and ours.** [See 37 A (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
KING, Edmund J. **World perspectives in education.** [See 37 A (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
LIMITI, Giuliana. **La scuola nelle costituzioni europee.** [See 379.4 (∞)]

370.48 Comparative Education Research
**Literacy and education for adults.** [See 379.635 (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
LONDON AND HOME COUNTIES. REGIONAL ADVISORY COUNCIL FOR TECHNOLOGICAL EDUCATION. **Learning from Europe.** [See 37 A (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
MAGNINO, Leo. **La scuola dell'obbligo nei vari paesi del mondo.** [See 379.61 (∞)]

370.48 Comparative Education Research
**Modern languages at general secondary schools.** [See 375.13 (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
REISSIG, Luis. **Educación y desarrollo economico.** [See 370.44 (∞)]

370.48 (494) Comparative Education Research (Switzerland)
SOCIÉTÉ PÉDAGOGIQUE ROMANDE (Switzerland). **Vers une école romande.** [See 371.42 (494)]

370.48 (73+∞) Comparative Education Research (United States & Various Countries)
SPINDLER, George D. (Ed.). **Education and culture.** [See 370.45 (73+∞)]

370.48 (492+430.2+42) Comparative Education Research (Netherlands, German Federal Republic & United Kingdom)
STELLWAG, H.W.F. & GRIEND, Ir. P.C. van de. **De Leraarsopleiding: knelpunt of raakvlak tussen universiteit en V.H.M.O.** [See 371.129 (492+430.2+42)]

370.48 (∞) Comparative Education Research (Various Countries)
THOMAS, Jean & MAJAULT, Joseph. **Primary and secondary education.** [See 372 (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
UNESCO. **Pre-school education.** [See 372.21 (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
UNESCO. **Second world conference on adult education.** [See 374 (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
UNESCO. INSTITUT FÜR PÄDAGOGIK & INTERNATIONALER ARBEITSKREIS SONNENBERG. **Hauptlinien und Kernfragen der internationalen pädagogischen Entwicklung.** [See 373.16 (∞)]

370.48 (∞) Comparative Education Research (Various Countries)
WALL, W.D.; SCHONELL, F.J. & OLSON, Willard C. **Failure in school.** [See 371.237 (∞)]

370.48 (∞) Comparative Education Research (Various Countries)

**World survey of education. III. Secondary education.** [See 37 A (∞)]

370.48 (∞) Comparative Education Research (Various Countries)

**The year book of education 1963. The education and training of teachers.** [See 37 G (∞)]

370.6 Appraisal of the Results of Education — 371.26 Methods of Examination and Control of Pupils — 371.236 Promotion

GARCÍA HOZ, Víctor. **Evaluación del trabajo escolar y promoción de los alumnos.** La Habana, Centro regional de la Unesco, 1962. 50 p., bibl. (Publicaciones del Proyecto principal para la extensión y mejoramiento de la educación primaria en la America Latina, Serie de monografias, No. 4). — For assessment to have meaning it is first necessary to specify the objectives sought by the activity which is to be assessed. As education depends upon life, school achievement can be expressed only if the different manifestations of the pupil's present and future life, as well as the influence of the school on society, be taken into consideration. The measurement of achievement is based on the investigation of intellectual aspects (knowledge, cultural habits, mental ability) and emotional aspects (behaviour, moral judgment, psychic and social development). Such are the factors to which the main part of the pupil's individual file or cumulative record should relate and which should guide all who are responsible in education, particularly in connection with school promotion and at the time of the transition from primary to secondary level. (IBE)

370.6 (41) Appraisal of the Results of Education (Scotland)

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION. Scholastic Survey Committee. **The Scottish scholastic survey, 1953.** [See 371.263 (41)]

370.6 Appraisal of the Results of Education

SMITHELLS, Philip A. & CAMERON, Peter E. **Principles of evaluation in physical education.** [See 371.73]

370.7 (45) Educational Experimentation (Italy)

CODIGNOLA, Ernesto & CODIGNOLA, Anna Maria. **La scuola-città Pestalozzi.** [See 371.43 (45)]

370.7 Educational Experimentation

DOTTRENS, Robert. **Cómo mejorar los programas escolares de acuerdo con la pedagogia experimental.** [See 375.05:372.22 (∞)]

370.7 (47) Educational Experimentation — 372.1 (47) Primary Teaching Methods — 371.33 (47) Pupils' Work (USSR)

EL'KONIN, D.B. & DAVYDOV, V.V. (Ed.). **Voprosy psihologii učebnoj dejatel'nosti mladših škol'nikov.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 287 p., fig., tabl., bibl. — Account of experimental research, undertaken since 1959, in educational psychology relating to the activities of pupils in primary classes. Difficulty is experienced in beginning such activities because questions of self-supervision have not been sufficiently studied. Requirements and possibilities of such supervision. Another problem to be solved concerns the teaching of how to plan the school work, particularly handwork, beginning with the first year. Use of this method in teaching of mother tongue has given rise to difficulties which on analysis have shown the existence of a certain incompatibility between conscious planning and current practices. Similar research has been carried out in regard to the early stages in reading and arithmetic. (IBE)

370.7 (675) Educational Experimentation (Congo/Leopoldville)

GEORIS, Pol. **Essai d'acculturation par l'enseignement primaire au Congo.** [See 372 (675)]

370.7 (430.2) Educational Experimentation (Federal Republic of Germany)

HUG, Wolfgang (Hrsg.). **Die Entwicklungsländer im Schulunterricht.** [See 375.40]

370.7 Educational Experimentation

LUMSDAINE, A.A. (Ed.). **Student response in programmed instruction.** [See 371.312]

370.7 (485) Educational Experimentation (Sweden)

MALMQUIST, Eve **Skrivmaskiner i den elementära läsoch skrivundervisningen.** [See 375.92]

370.7 (73) Educational Experimentation (United States)

POPHAM, W. James & SADNAVITCH, Joseph M. **The effectiveness of filmed science courses in public secondary schools.** [See 375.2]

370.7 Educational Experimentation

SIMON, Alfons. **Partnerschaft im Unterricht.** [See 371.314]

370.7 (438) Educational Experimentation (Poland)

SUCHODOLSKI, Bogdan (Ed.). **Eksperymenty pedagogiczne w Polsce w latach 1900-1939.** [See 37 B (438)]

370.7 (73) Educational Experimentation (United States)

TORRANCE, E. Paul (Ed.). **Creativity.** [See 371.95]

370.7 Educational Experimentation (United States)

WASHBURNE, Carleton W. **Winnetka.** [See 371.43]

370.7 (611) Educational Experimentation (Tunisia)

WITTWER, J. **La lecture et sa compréhension en troisième primaire tunisienne.** [See 375.13]

# 371 GENERAL ASPECTS OF EDUCATION

371 General Aspects of Education

BONOMI, Giovanni. **La pedagogia e i suoi problemi.** [See 370]

371.01 (45) The School — 371.44 (45) Systems distinguished by their Social Aims (Italy) — 370 Theory of Education

LAPORTA, Raffaele. **La comunità scolastica.** Firenze, "La Nuova Italia" Editrice, (1963). xxiii+532 p., pl., bibl., ind., app. (Educatori antichi e moderni, CLXXXIV). — Despite its apparently Utopian nature, as compared with the existing school system, the school community is the institutional expression of a people's education movement which will transform the manner of thinking of teachers and citizens. It will start to assume a real form as a result of the current economic and social changes and the crisis through which the traditional school is passing. The present study on the structural composition and educational problems of the community school is based on experiments conducted by school institutions which are already operating in Italy in accordance with these same community principles. (IBE)

371.01 The School

LIBRIZZI, Carmelo. **Il problema del rapporto scuola-società.** [See 370.3]

371.011 Boarding Schools. Semi-boarding Schools

AMREIN, Maria Winfrid. **Die aktive Verantwortung des Zöglings im Mädcheninternat.** [See 371.59]

371.011 Boarding Schools. Semi-boarding Schools

DANCY, John. **The pupils schools and the future.** [See 373.109 (42)]

371.011 (47) BOARDING SCHOOLS. SEMI-BOARDING SCHOOLS — 371.19 (47) VARIOUS CATEGORIES OF EDUCATORS (USSR)

GLIKMAN, I.Z. **Rabota vospitatelja v škole s prodlënnym dnëm.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 172 p., tabl., bibl. notes. — Detailed account of an educator's activity and responsibilities in classes V to VIII of the Soviet " extended day " school or care school. With this type of establishment not only is it possible to relieve families and guardians partially from certain duties but at the same time the pupils are able to do their homework under the best conditions, enjoy the advantages of competent supervision, have hot meals at school and, in addition, engage in various educational or specially organized leisure time activities. Under such circumstances not only must the educator, continuously present, be an example and know how to create collective atmosphere but he must also control, plan, encourage, invent, etc. (IBE)

371.011 (47) BOARDING SCHOOLS. SEMI-BOARDING SCHOOLS (USSR)

GMURMAN, V. E. (Ed.). **Učebno-vospitatel'naja rabota v škole-internate.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 335 p., tabl., bibl., app. — Recommendations to educators and teachers in boarding schools regarding practical matters with which they must deal: admission of pupils; study of their personalities and family backgrounds; aptitudes for intellectual and physical work; contacts with children's organizations; employment of leisure time; management of school activities. The documentation in the appendix gives the contra-indications of a medical nature concerning admission, health regulations, the daily programme and the individual record. A special article is devoted to the relations between boarding school staff and boarders. (IBE)

371.016 (42) PRIVATE AND INDEPENDENT SCHOOLS (UNITED KINGDOM)

ALEXANDER, William & BARRACLOUGH, F. **County and voluntary schools.** [See 379 (42)]

371.02 EDUCATION AT HOME

BABIN, P. & VIMORT, J. **Avec nos adolescents.** [See 376.7]

371.02 EDUCATION AT HOME

BENCSÁTH, Aladárné. **Kisdiák, nagydiák a munkáscsaládban.** (Budapest), Táncsics könyvkiadó, (1961). 243 p., fig. — Advice given by a schoolmistress for solving the many problems of schoolchildren whose parents work outside the home. Early experiences for young children in systematic work; pocket money; leisure time activities; punishment; influence of comrades and of the surroundings; relations between the school and the home; choice of vocation. (IBE)

371.02 EDUCATION AT HOME — 37 K EDUCATIONAL NOVELS

BRAUNER, Alfred. **Titine et l'éducation moderne.** Saint-Mandé (Seine), Groupement de recherches pratiques pour l'enfance, (cop. 1963). 215 p., fig. — Witty but critical discussion of ultra-modern education. An admirer of everything done by her master and mistress but gifted with sound common sense the negro cook Titine exposes in the guise of an amusing story the weaknesses of the system. What with the renunciation of educational efforts by the parents in front of the child thus abandoned to his whims and with the timid endeavours of the grandparents and teachers who would give " active " education, the whole book teems with humorous situations and anecdotes, to reach the conclusion that the young brought up in this way will be trained by life and, in the case of their own children, will restore the flouted authority. (IBE)

371.02 EDUCATION AT HOME — 377.911 PROBLEM CHILDREN

BUCK, Juan M. de [Jean-Marie de]. **¡Ese hijo vuestro...! II. Casos difíciles.** 6a. ed. Traducción de José Sagastume. (Bilbao), Desclée de Brouwer, 1961. 234 p. (Colección " Educación y familia "). — Spanish translation of a French work published by Desclée de Brouwer in Paris under the title " Cas difficiles ". (See IBE Bulletin N° 67 in French). (IBE)

371.02 EDUCATION AT HOME

CHOLETTE-PÉRUSSE, Françoise. **Psychologie de l'enfant.** [See 136.7]

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371.02 Education at Home — 376.7 Adolescence

DUBOIS, Marguerite. **Générations en conflit.** Lyon & Paris, Editions du Chalet, (1963). 140 p. — Book, though "more in the nature of an experiment and a message", asserting that youth is no longer a "smiling stage between irresponsible childhood and later maturity" and showing that "young people constitute a class in the nation". Adjustment within the family is training for social status; nobody can do without this human environment in which each must be willing to limit his own freedom in accordance with that of his neighbour. Trust and the mutual respect of personality can help each other's development. The danger of conflict between parents and adolescents can become tragic at the moment when careers must be chosen. (IBE)

371.02 Education at Home — 136.7 Child and Adolescent Psychology

DUFOYER, Pierre. **Wenn die Seele deines Kindes erwacht...** Eine praktische Erziehungskunde für Junge Mütter. Übersetzung von Georg Dufner. Luzern & München, Rex-Verlag, (cop. 1961). 215 p. — German translation of the French work " L'âme enfantine expliquée aux mamans " (the child's mind explained to mothers) published in Brussels by Editions de l'Action Familiale. (See IBE Bulletin No. 109). (IBE)

371.02 Education at Home

EECKHOUT, Marie-Thérèse van. **Les rencontres des garçons et des filles.** See 376.7]

371.02 Education at Home

FIRMIN, Lucien. **Vos enfants... nos élèves.** [See 371.026]

371.02 Education at Home

GODIN, André. **Le Dieu des parents et le Dieu des enfants.** [See 377.1]

371.02 Education at Home — 371.94 Socially Handicapped

JONES, Eve. **Raising your child in a fatherless home.** A guidebook for all mothers without partners. London, The Free Press of Glencoe, Collier - Macmillan, (1963). IX+340 p., ind. — Intended for those mothers who, whether divorced, separated, widowed or unmarried, are obliged to bring up their children by themselves, a guide to assist in solving the problems which are encountered each day. I. Discussion of the mother's reactions, emotions, behaviour and psychological needs, emphasising the importance for her to know and understand her own behaviour. (Addresses of organizations from which she can receive help and advice). II. The child's physical and emotional development at his different ages and the principal problems which may arise in an incomplete home. III. Relations between mother and child; the role of the mother who is alone; the protection and material aid available; how she can provide the child with the freedom, encouragement and activity he needs and develop in him a sense of responsibility and realism in regard to sex. (IBE)

371.02 Education at Home

KAUFMANN, Richard. **Gebrannte Kinder.** [See 376.7]

371.02 Education at Home

KOK, Winifred de. **You and your child.** Rev. ed. London, Pan Books, 1963. 186 p., ind. (Pan Piper Books). — Text of a television programme on the child's education at home. Main matters dealt with: prenatal hygiene; care and feeding of the new-born child; pre-school education; different categories and types of children: their typical problems. School problems and influences. Awakening of sexual consciousness. The parents' affection and respect for the young personality enable it to unfold harmoniously. (IBE)

371.02 Education at Home

KUNZ, Johannes (Hrsg.). **Unser Kind im Schulalter.** [See 37 A (494)]

371.02 EDUCATION AT HOME

LÉZINE, Irène **Problèmes quotidiens de l'éducation.** Paris, Editions Scarabée, 1964. 166 p., bibl. (Centre d'Entraînement aux Méthodes d'Education Active). — Discussion dealing with everyday problems of education and which, based on scientific knowledge of child growth, is intended to lead parents to reflect on their role as educators and suggests to them some rules which constitute the key to greater success not only in regard to discipline, authority, sociability, independence and will-power but also in the guiding of activity during play or during adjustment to school life. It is evident that the "métier of parent" must be learnt and that it requires infinite patience and understanding. The book includes some letters which, sent to parents in trouble, provide vivid examples. (IBE)

371.02 EDUCATION AT HOME

MAKARENKO, Anton S. **Conferencias sobre educación infantil.** La Habana, Imprenta nacional de Cuba, 1961. 143 p. — Translation from the Russian of eight talks on education intended for parents. The French translation was published by Editions France-URSS in Paris. (See IBE Bulletin No. 129). (IBE)

371.02 EDUCATION AT HOME

MAUCO, Georges. **L'éducation affective et caractérielle de l'enfant.** [See 377.21]

371.02 EDUCATION AT HOME

MEYER, Helene. **Verstehe ich mein Kind?** 3 vol. Teil I: **Mutter und Kind.** Teil II: **Schulleiden – Schulfreuden.** Teil III: **Kind im Sturm.** Meiringen & Stuttgart, Verlag Walter Loepthien, (cop. 1960). 138, 54 & 69 p. — Survey of the educational problems mothers are faced with during the early childhood, school age and adolescence of their children. Analysis of the basic educational principles which, from the child's birth, constitute contributing factors in the creation of an atmosphere favourable to a healthy upbringing. The mother's attitude as regards school and the problems raised by an unstable teaching staff or by contradictory methods. The mother's relationship with her son and especially with her daughter during adolescence for, if early childhood is of basic importance, puberty is decisive from the educational standpoint. The mother has a duty to accompany her child until it reaches maturity, to " understand " it in the etymological meaning of the word. (IBE)

371.02 EDUCATION AT HOME

MÜLLER-ECKHARD, Hans. **Erziehung ohne Zwang.** [See 371.51]

371.02 EDUCATION AT HOME

NEUBAUER, Vinzenz & NEUBAUER, Auguste (Hrsg.). **Das grosse Lexikon für Eltern und Erzieher.** [See 37 E]

371.02 EDUCATION AT HOME — 613.95 CHILD CARE — 370.47 (42) SOCIOLOGY AND EDUCATION — 37 P (42) RESEARCH AND INQUIRIES (UNITED KINGDOM)

NEWSON, John & NEWSON, Elizabeth. **Infant care in an urban community.** London, George Allen and Unwin, (1963). 268 p., tabl., bibl., gloss., ind., app. — Sociological inquiry conducted in the urban section of Nottingham (England) on how children are reared during the period from birth until the age of one year. Data was obtained from the replies which some 700 family mothers belonging to all social classes furnished to a detailed questionnaire. In order that the inquiry may reveal what care is actually given to babies, by what instructions and advice (from doctors, families, friends, books, etc.) the mothers are influenced and what are the parent's reactions in all the situations which may arise during the upbringing of the very young, these aspects of child care are considered from the sociological point of view. The statistical interpretation of the replies emphasises the influence of social class on the behaviour of both mother and child in the matter of the child's feeding, sleep, comfort, "socialisation", habits of cleanliness as well as on the father's role during the child's first year, the parents' social habits and life, etc. (IBE)

371.02 EDUCATION AT HOME

REINPRECHT, Hansheinz. **Liebe, Jazz und bange Eltern.** [See 376.7]

371.02 EDUCATION AT HOME

ROBERT, Mäti. **Bonheur avec les enfants.** Expériences et suggestions d'une mère de famille. Traduit de l'allemand. Paris, Les Editions du Cerf, 1962. 268 p. (" A cœur ouvert ", 5). — Work originally published by Herder, Freiburg im Breisgau, in 1960, under the title " Mit Kindern glücklich. Erfahrungen und Anregungen aus dem Leben einer Mutter ". Daily account based on the experiences of the mother of a large family and showing her way of facing and solving problems of education. (IBE)

371.02 EDUCATION AT HOME — 371.81 THE PUPIL AND HIS SOCIAL ENVIRONMENT

SCHALCHER-MÜLLER, Magdalena. **Das Kind zwischen Elternhaus und Umwelt.** Meiringen [Schweiz], Verlag der Kunstanstalt Brügger, (1963). 46 p. (Schriftenreihe der Schweizerischen Vereinigung Schule und Elternhaus, Nr. 14). — Although it may sometimes make the parents' educational task more difficult the surrounding world nevertheless contributes to children's education, especially if the parents have known how to form the child's mind, nourish its soul and thus prepare the child morally for opposing the outside dangers. (IBE)

371.02 EDUCATION AT HOME

SIMON, Alfons & SCHERL, Josef. **Der Elternabend.** [See 371.026]

371.02 EDUCATION AT HOME

SPIONEK, Halina. **Psychologia wychowawcza dla rodziców.** [See 136.7]

371.02 EDUCATION AT HOME

STAUSS, Walter. **Der Vater in der Erziehung.** Meiringen (Schweiz), Verlag der Kunstanstalt Brügger, 1962. 38 p. (Schriftenreihe der Schweizerischen Vereinigung Schule und Elternhaus, Nr. 13 II, 1962). — Article on the father's role in education, having regard to the complex situation existing today: absence of the father; social isolation; vocational demands; emancipation of youth; crisis in paternal authority, etc. (IBE)

371.02 EDUCATION AT HOME — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

STELLWAG, H. W. F. **Moeilijkheden bij de opvoeding.** 4. druk. Amsterdam & Antwerpen, Wereldbibliotheek, 1961. 151 p., bibl. notes. — Fourth edition of a collection of lectures given at the people's university in Friesland on the difficulties arising in education from the standpoint both of educators and of children. Account of the psychological laws involved in the child's development; facts concerning heredity, temperament, intellectual power and the forces of life; particular problems of adolescence, etc. (IBE)

371.02 EDUCATION AT HOME

TOBLER, Gustav. **Mein Heim — Meine Welt.** [See 377.25]

371.02 EDUCATION AT HOME — 377.1 RELIGIOUS EDUCATION — 37 K EDUCATIONAL NOVELS

VANTAVON, Mireille. **Neuf mois et c'est Noël.** Lyon & Paris, Editions du Chalet, (1963). 175 p., fig. (Chemins de la Vie). — A mother's diary written while waiting for her fifth child. Married life's joys and problems in connection with financial matters, the children's education, a home open to others, etc. Experiences of a deeply Christian woman facing life. (IBE)

371.02 EDUCATION AT HOME — 371.450 CHRISTIAN EDUCATION — 377.24 CHILDREN'S FAULTS

VIMORT, J. **Avec nos enfants. 1. La vie de famille. 2. Leurs défauts.** [Lyon], Editions du Chalet, 1963. 128 p. & 158 p. — Two works emphasising the paramount importance of the family's role in the development of the child's heart and mind. The family should never shrink from its heavy responsibility but should endeavour to follow the same path as the educators. In order that the child may develop the needs to be imbued with his family's spirit and it is consequently by example that parents are most effective in their action. They learn from the shortcomings of their children to understand the latter better and to love and help them. A proper balance between bodily health and mental health is essential if the child is to be capable of confronting the world and begin to understand. (IBE)

### 371.02 Education at Home

WHYTE, Dorothy K. **Teaching your child right from wrong.** [See 377.2]

### 371.02 Education at Home — 371.94 Socially Handicapped

ZUMBACH, Pierre. **Parents d'aujourd'hui.** Quelques réflexions pratiques tirées de l'actualité éducative. Neuchâtel [Suisse], A la Baconnière, (cop. 1962). 167 p., tabl., diagr. (Observation et Synthèse). — Realistic and varied experiences of a social worker everyday grappling with the urgent problems connected with children led astray or neglected, from whatever causes this abandon may arise (divorce, illegitimacy, housing crisis, family occupation, overwork, misunderstandings between the different generations, etc.). P. Zumbach has collected on the spot extensive and objective information among communities ranging from those over-developed in the United States to the embryonic ones of, for example, Cameroon and including the collective structures of the East. In all cases he suggests for the problems solutions which are applicable both in the family setting and at community level. List of addresses (for French-speaking Switzerland) useful in connection with family assistance. (IBE)

### 371.026 Home and School — 371.02 Education at Home — 377.922 (44) Educational Guidance (France)

FIRMIN, Lucien. **Vos enfants... nos élèves.** Comment les aider? (Tournai), Casterman, 1963. 264 p., fig., bibl. (Centre d'études pédagogiques). — Questions which parents and teachers may feel the need to ask as the child, once he reaches school age, proceeds step by step through his school career: choice of school and course; class work and homework; comrades and leisure; games and holidays; mind and character training; hygiene and health; moral, social and religious education. Consideration, based on long personal experience, of many educational problems ranging from the matter of pocket money to the serious decisions which must be taken in the case of change in vocational programme either during or at the end of schooling. (IBE)

### 371.026 (71) Home and School (Canada)

LAPLANTE, Aurèle. **Les associations parents-maîtres.** Montréal & Paris, Fides, (1961). 108 p., fig., tabl. — Guide which, for the use of parents and teachers in French-speaking Canada, is intended to bring about better collaboration between those responsible for education at school and in the home. History and basic principles of the Catholic movement of French-speaking parents and teachers in Canada; comparative study of the policies adopted by different parent-teacher associations in the maritime provinces, in Ontario and in Quebec. (IBE)

### 371.026 Home and School — 371.02 Education at Home

SIMON, Alfons & SCHERL, Josef. **Der Elternabend.** Einmal ganz anders. München, R. Oldenbourg, (cop. 1962). 242 p., ind. — Book due to the collaboration of several educators and intended for teachers desirous of arranging "parents' evenings". An explanation of why such meetings are opportune is followed by a consideration of the topics which interest parents and of the way in which the latter can help with the school's programme. Included in the volume are 75 small stories for reading or narrating and which may furnish a basis for the discussion of educational problems. These latter are listed under the following headings: intelligent education; the question of play and work; children and the crisis in development; educational mistakes; sacrificed youth. (IBE)

### 371.026 (44) Home and School (France)

TOURNIS, G. & CLARYS, R. **Entrer en 6e, y réussir...** [See 377.922 (44)]

### 371.03 (438) Education out of school (Poland)

BRZOZOWSKI, Mieczysław & PAPLA, Stanisław. **Zajęcia pozaszkolne.** Poradnik metodyczny dla placówek wychowania pozaszkolnego. Warszawa, Państwowe zakłady wydawnictw szkolnych, 1963. 208 p., fig., tabl., bibl. — Steps taken in Poland to promote out-of-school education. Discussion of the methods now employed at the special institutions. Particulars regarding the latter (their organization, planning the work, recruiting the participants, connection with families). (IBE)

371.03 (94) Education out of School (Australia)

MENZIES, R.G. et al. **The challenge to Australian education.** [See 370.1 (94)]

371.037 (∞) Youth Movements (Various Countries)

COUNCIL FOR CULTURAL CO-OPERATION OF THE COUNCIL OF EUROPE. **Youth and development aid.** [See 379.827 (∞)]

371.037 Youth Movements — 371.452 Catholic Education

FORESTIER, M. D. **Il metodo educativo dello scoutismo.** Traduzione di Giovanni Franceschini. (Brescia), " La Scuola " Editrice, (cop. 1960). 318 p., bibl. — Italian translation of the French work "Une route de liberté: le scoutisme" published in Paris by Les Presses d'Ile de France in 1952. (See IBE Bulletin N° 106). (IBE)

371.037 Youth Movements — 37 N (∞) International Conferences

UNESCO. YOUTH INSTITUTE. **La jeunesse: une nouvelle chance pour l'humanité.** Consultation... Gauting-Munich, Institut pour la jeunesse, 1961. 42 p., ron., app. (Publication No. 12). — Results of the consultation held between the Unesco Youth Institute and representatives of international youth organizations on the place and role of youth organizations in modern society. Their role in the building and maintenance of peace, their relations with educational, religious and political authorities as well as with the state and the international community. (IBE)

371.06 (∞) Education through Practical Experience (Various Countries)

ABEL, Heinrich (Hrsg.). **Kooperation von Schule und Betrieb.** [See 373.5 (∞)]

371.06 (430.3) Education trough Practical Experience (German Democratic Republic)

BERLIN. DEUTSCHE PÄDAGOGISCHES ZENTRALINSTITUT. Abteilung Polytechnische Bildung und Erziehung (Hrsg.). **Zur Unterrichtsplanung im Fach " Einführung in die sozialistische Produktion ".** [See 375.9 (430.3)]

371.06 (42) Education through Practical Experience (United Kingdom/England)

JAHODA, Marie. **The education of technologists.** [See 378.61 (42)]

371.08 (54) Fundamental Education (India) — 371.381 Handwork

BHATIA, Hans Raj. **Craft in education.** London, Asia Publishing House, (1962). XI+195 p., bibl., ind., app. — Account of a system of education existing in India and which is founded on handwork. I. Criticism of intellectualism in education since it accentuates the difference between hand and head, action and thought, knowing and doing. Defence of the hand, which is the tool of thought. II. If it is to be preparation for life, education should include manual activity. The latter is the focus of all mental activity and thus becomes the activity with which the teaching of all other subjects is begun (" Wharda scheme " or " Basic scheme " or cf. Gandhi's " Propositions on Education "). Discussion on the psychological value of this method as well as on its moral and social value and its contribution to the development of personality. In the appendix are suggestions for research concerning the question of education by handwork or " basic education ". (IBE)

371.08 (92) Fundamental Education — 379.635 (92) Illiteracy — 379.50 (92) Planning (Indonesia)

PRAWIRODIHARDJO, Tartib & KRISHNAMURTHY, T. **Community education in Indonesia.** Djakarta, Ministry of Education, Community Education Dept., 1960. 189 p., fig., tabl., bibl. — History, in its relation to Indonesia's geographical, economic and political situation, of community education from earliest times until this country's independence. Philosophy, methods and aims of community education, which includes literacy education, training of personnel, making of rural communities independent and setting up of women's and youth organizations. Detailed description of the literacy campaign, its planning, the procedures and media employed and the training of monitors. Review of the ten-year (1950-1960) and five-year (1960-1965) community education plans in all their aspects; discussion of their beginnings and preparation; appraisal of their results in regard to different aspects of their application: combating of illiteracy; adults' social courses; vocational training; organization of cooperatives; training of personnel; popular libraries; reading and radio clubs; home economics courses; youth and scout movements; physical education. (IBE)

371.08 Fundamental Education — 370 Theory of Education — 37 A (54) Educational Systems (India)

**RAMANATHAN**, G. **Education from Dewey to Gandhi.** The theory of basic education. London, Asia Publishing House, (1962). xxi+308 p., ind. — Theory of basic education, regarded as combining the ideas of Dewey and Gandhi ("life-centred, craft-centred and self-supporting education"). Origins and history of this theory which the author considers appropriate to a democratic society such as, and particularly, India. Theoretical components of basic education: (a) philosophy based on the principle of democracy; (b) the school and life closely related owing to the active part taken by pupils, teachers and adults in craft work which is exploited for an educational purpose; (c) education founded on the theory of correlation; (d) psychological value which reveals the value of work, awakens a sense of responsibility and provides its own motivation; (e) fundamental assumptions of the theory (economic value of the school work, which is essentially educative but whose product should be able to cover the cost of education). (IBE)

371.1 (73) Teachers (United States)

**BOYLAN**, James R. **School teaching as a career.** New York, Henry Z. Walck, 1962. 100 p., fig., bibl., ind. (Careers for Tomorrow). — Over-all picture of the teaching profession, at all levels, in the United States. Requirements for admission to the various education institutions and the training facilities available for each type of position. Psychological factors to be considered before taking up a teaching career; compensations offered by the profession. Current problems of education at American public and private schools. Developments and present trends in teaching. (IBE)

371.1 Teachers

**KANDEL**, I.L. **Hacia una profesión docente.** La Habana, Centro Regional de la Unesco, 1962. 42 p. (Publicaciones del Proyecto Principal para la extensión y mejoramiento de la educación primaria en la America Latina, Serie de monografias, No. 5). — In industrialised countries the teacher shortage caused by economic changes cannot be remedied just by an increase in salaries; it is necessary at the same time for teachers' professional status and living conditions to be improved. In the developing countries — in which the full importance of education is not yet understood by the public — it is in addition necessary to imbue the teacher with a sense of responsibility towards the community in which he performs his task. The training received by teachers should make it possible for teaching to cease being a "function" and to become a true "profession". (IBE)

371.1 (73) Teachers — 370.1 (73) Concept and Aims of Education (United States)

**RICCIO**, Anthony C. & **CYPHERT**, Frederick R. (Ed.). **Teaching in America.** Columbus (Ohio), Charles E. Merrill Books, (1962). ix+517 p., fig., tabl., bibl. notes — Articles on the teacher's role in the United States such as it is determined by the current concept and situation of education in that country's public schools. Some special aspects of education (the school's function and importance, the state's aims and responsibilities, the teacher's behaviour and personality, etc.) are discussed from the standpoint of education whose aim is not merely to impart the basic curriculum to adolescents but to educate them with a view to the society of tomorrow. (IBE)

371.1 Teachers — 372 Primary Education — 370.3 Philosophy of Education — 37 B History of Education

**TUGGENER**, Heinrich. **Der Lehrer.** Studien über Stand, Beruf und Bildung des Volksschullehrers. Zürich, EVZ-Verlag, (cop. 1962). x+414 p., bibl. (14 p.), notes. — Study, accompanied by statistics and conducted by means of questionnaires and interviews among a wide sample of those concerned, both in Switzerland and in Germany, in regard to the professional, economic, social and cultural characteristics of primary school teachers engaged in compulsory education. I. Different educational theories and ideas (idealism, Pestalozzi school, positivism) together with the reforms and combined results to which they led. II. Questions of duties, training and moral and professional values. The investigation covers approximately two centuries of history and the findings are intended to make a constructive contribution to the acute problem raised by the recruitment of teachers and by present technical requirements. (IBE)

371.1 (∞) Teachers (Various Countries)

**The year book of education 1963. The education and training of teachers.** [See 371.1 (∞)]

371.11 (73) Selection and Recruitment of Teachers — 371.12 (73) Training of Primary and Secondary Teachers — 37 E (73) Reference Books (United States)

ARMSTRONG, W. Earl & STINNETT, T.M. **A manual on certification requirements for school personnel in the United States.** 1961 Edition. Washington, National Commission on Teacher Education and Professional Standards, N.E.A., (1962). VII+219 p., tabl., bibl., gloss., app. — Sixth edition of a manual on the requirements in regard to certification, degrees, etc. which must be satisfied in each of the states of the United States federation for obtaining a teaching post. List of the establishments accredited as regards the training of teachers. Degree requirements and the steps to be taken for obtaining posts in American overseas schools. Services for exchange teaching and opportunities for study abroad. (IBE)

371.11 (∞) Selection and Recruitment of Teachers (Various Countries)

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **The further training of teachers in service.** [See 371.13 (∞)]

371.11 (∞) Selection and Recruitment of Teachers (Various Countries) — 37 N (∞) International Conferences

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **The teacher recruitment question, causes and remedies.** Reports of the National Associations presented at the 32nd Conference of Delegates, Edimburgh, 24-27 July, 1963. Lausanne, IFTA, 1963. 59 p. ron., tabl. — Report on one of the topics discussed at the 32nd conference of the IFTA at Edimburgh. Replies to the questionnaire which was sent to the member associations on the shortage of teachers. Account of the present situation, together with suggested solutions, in the following countries: Australia, Belgium, England and Scotland, Finland, France, Federal Republic of Germany, Israel, Luxemburg, Netherlands, Norway, Yugoslavia. (IBE)

371.11 (714) Selection and Recruitment of Teachers (Canada/Quebec)

SAVARD, Michel. **Paradoxes... et réalités de notre enseignement secondaire.** [See 373.11 (714)]

371.11 (438) Selection and Recruitment of Teachers — 371.12 (438) Training of Primary and Secondary Teachers (Poland)

ŻACZENIUK-JUNDZIŁŁ, Irena. **Rola przedmiotów pedagogicznych w kształceniu nauczycieli.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1963. 256 p., bibl. notes. — Psychology study on the role of the different subjects included in the curriculum of the schools at which future teachers in Poland receive their professional training. Discussion concerning the various mental types of prospective teacher. (IBE)

371.12 (73) Training of Primary and Secondary Teachers (United States)

ARMSTRONG, W. Earl & STINNETT, T.M. **A manual on certification requirements for school personnel in the United States.** [See 371.11 (73)]

371.12 (73) Training of Primary and Secondary Teachers (United States)

LEWIS, Lanora G.; BRYAN, J. Ned & POPPENDIECK, Robert. **Talent and tomorrow's teachers.** [See 378 (73)]

371.12 (94) Training of Primary and Secondary Teachers (Australia)

MENZIES, R.G. et al. **The challenge to Australian education.** [See 370.1 (94)]

371.12 Training of Primary and Secondary Teachers

ORGANISATION MONDIALE DE LA SANTÉ, Bureau régional de l'Europe & UNESCO. **La préparation des enseignants à l'éducation sanitaire.** [See 375.83]

**371.12 (73)** Training of Primary and Secondary Teachers (United States) — **371.14** Good Teaching Conditions

SARASON, Seymour B.; DAVIDSON, Kenneth S. & BLATT, Burton. **The preparation of teachers.** An unstudied problem in education. New York & London, John Wiley and Sons, (1962). xv+124 p., bibl. — Urged by their concept of the educator's role two psychologists and an educator consider the problem which, in the United States, is raised by the training of elementary and secondary school teachers in such a way as to accord with the actual day-to-day work in the classroom. The teacher must realise that each of his pupils is a distinct personality and that a valuable lesson is to be learnt by observing them. During training courses this attitude must be encouraged by the discussion, both among students and with the professors, of spontaneous remarks prompted by the observation of children in the classroom. (IBE)

371.12 (∞) Training of Primary and Secondary Teachers (Various Countries)

**The year book of education 1963. The education and training of teachers.** [See 37 G (∞)]

371.12 (438) Training of Primary and Secondary Teachers (Poland)

ZACZENIUK-JUNDZIŁŁ, Irena. **Rola przedmiotów pedagogicznych w kształceniu nauczycieli.** [See 371.11 (438)]

371.121 (866) Training of Primary Teachers — 379.50 (866) Educational Planning — 37 N (866) Conferences (Ecuador)

ECUADOR. MINISTERIO DE EDUCACIÓN PÚBLICA & UNESCO. **Bases para el planeamiento de la educación normal.** Quito, 1961. 270 p., fig., tabl., app. (Planeamiento integral de la educación nacional, Informe del seminario para el planeamiento de la educación normal). — After taking part in the Second Inter-American Conference of Ministers of Education (Lima, 1956) and in the Inter-American Seminar on Integral Educational Planning (Washington, 1958), the Government of Ecuador considered steps for implementing throughout the country the recommendations concerning educational planning. Work and findings of the two national seminars held in 1960 on the training of teachers and education leaders, the main purpose of which was to determine the theoretical bases of reform in courses at teacher training schools. This reform is now being carried out in stages. (IBE)

371.121 (494.24) Training of Primary Teachers — 37 B (494.24) History of Education — 371.259 (494.24) Ceremonies and School Celebrations (Switzerland/Bern)

GUÉNIAT, Edmond. **L'Ecole normale d'instituteurs du Jura-Porrentruy de 1937 à 1962.** Porrentruy (Suisse), Amicale d'anciens élèves de l'Ecole normale d'instituteurs, 1963. 63 p., fig., tabl., bibl. notes, app. (82 p.). (Bulletin No. 3, publié à l'occasion du 125ᵉ anniversaire de l'Ecole). — Account of the twenty-five years which have passed since the centenary of the Jura-Porrentruy (Switzerland) primary teacher training school was celebrated in 1937. Main items dealt with: buildings and premises; the school equipment; the Teacher Training School Commission; principals; teachers' college; the teaching; pupils; participation in important events; excursions; school courses; skiing camps; staff; reorganization of courses; information centre; former pupils' "Amicale"; future of this school. Accompanying this small book is a collection of poems ("Entretiens") written by two of the schools' former pupils. (IBE)

371.126 (73) Practice Teaching (United States)

MICHAELIS, John U. & DUMAS, Enoch. **The student teacher in the elementary school.** [See 371.14]

371.129 (430.2) Training of Secondary Teachers — 370.48 (430.2) Comparative Education Research (Federal Republic of Germany)

GERMANY (Federal Republic of). STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BUNDESREPUBLIK DEUTSCHLAND. **Zur Ausbildung der Lehrer an Gymnasien.** [Bonn], Sekretariat/Dokumentation- und Auskunftsdienst, 1963. 159 p., tabl., app. (Arbeitsmaterial für den Schulausschuss der Kultusministerkonferenz, Dokumentation Nr. 7). — Training of upper secondary teachers during the past 150 years. At first purely philosophical and philological, such training has gradually become more scientific. Texts of the decrees and regulations drawn up by the Permanent Conference of Ministers of Education in the Federal Republic of Germany and by the education authorities of the different *Länder*, relating to the scientific examination for *Gymnasium* teachers; comparative analysis of the instructions in regard to the various subjects of examination. Federal and regional decrees concerning both the training of *Gymnasium* teachers and the examination in education subjects. (IBE)

371.129 (714) TRAINING OF SECONDARY TEACHERS (CANADA/QUEBEC)

SAVARD, Michel. **Paradoxes... et réalités de notre enseignement secondaire.** [See 373.11 (714)]

371.129 (492+430.2+42) TRAINING OF SECONDARY TEACHERS — 370.48 (492+430.2+42) COMPARATIVE EDUCATION RESEARCH (NETHERLANDS, GERMAN FEDERAL REPUBLIC AND UNITED KINGDOM) — 37 B (492) HISTORY OF EDUCATION (NETHERLANDS)

STELLWAG, H.W.F. & GRIEND, Ir. P.C. van de. **De leraarsopleiding: knelpunt of raakvlak tussen universiteit en V.H.M.O.** Een vergelijkende studie over de situatie in Nederland en elders. Groningen, J.B. Wolters, (1959). XII+164 p., bibl., notes, app. (Paedagogica-Didactica, No. 4). — Trends in the university training of secondary school teachers in the Netherlands. Present situation and possible changes. Comparison with the educational systems and methods now being applied in this connection in the German Federal Republic and the United Kingdom. (IBE)

371.13 (73) FURTHER TRAINING OF TEACHERS (UNITED STATES)

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. **Inservice education for school administration.** [See 379 (73)]

371.13 (82) FURTHER TRAINING OF TEACHERS (ARGENTINA)

ARMAS BAREA, Calixto A. (Ed.). **Curso de preparación para la enseñanza sobre Naciones Unidas.** [See 375.825]

371.13 (∞) FURTHER TRAINING OF TEACHERS — 371.11 (∞) SELECTION AND RECRUITMENT OF TEACHERS (VARIOUS COUNTRIES) — 37 N (∞) INTERNATIONAL CONFERENCES

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **The further training of teachers in service.** Reports of the national associations presented at the 31st Conference of Delegates, Stockholm, 1962. Lausanne, I.F.T.A., 1962. 81 p. ron. — That teachers be provided with continuous further training is all the more necessary at the present time because of the many reforms being introduced in educational systems and of the teacher shortage, which results in the engagement of staff who have not received the requisite training. From the replies of seventeen countries to a questionnaire sent by the I.F.T.A. in anticipation of its congress in 1962, information is furnished not only on the official and private provision made for further training of teachers but also on the present situation in regard to recruitment. (IBE)

371.14 (45) GOOD TEACHING CONDITIONS — 371.16 (45) TEACHER'S ROLE AND POSITION (ITALY) — 370 THEORY OF EDUCATION

AGOSTI, Marco & CHIZZOLINI, Vittorio. **Maturità magistrale.** 2a ed. Brescia "La Scuola" Editrice, (1961). 392 p., pl., app. (Richiami, Scuola fraterna per l'aggiornamento culturale dei maestri). — Full benefit of the new syllabuses adopted in 1955 for the eight-year course of compulsory schooling in Italy can be reaped only if their inner meaning is thoroughly understood by teachers. More than just being accordingly trained or adjusted, the latter must possess "maturity" of three kinds, (a) ethical and religious, (b) human and professional, (c) political and social. In other words it is necessary for the teacher to acquire new habits as regards morality, new abilities of a professional nature and a new spirit of initiative in order to adjust himself to social changes. By discussing in turn these requirements the present guide should not only give a direction to the training of young teachers but it should also enable serving teachers both to keep themselves up to date and to have a broader and more dynamic conception of their task. (IBE)

371.14 (47) Good Teaching Conditions (USSR)

BOLDYREV, N.I. **Očerki po metodika raboty klassnogo rukovoditelja.** 2nd rev. ed. Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 280 p., bibl., notes. — A classroom teacher being he who so to speak directs the consciences of the pupils, it is necessary to define clearly the types and methods of his work. His success as a teacher will depend largely on his ability to organize and not only on his educational knowledge and gifts. He must learn how to know each one of his pupils, create the climate which is indispensable to progress in school work and allot the tasks which train pupils for collective work in life outside the school. Moreover, he will see to the observance of that discipline which engenders in each one a sense of duty freely accepted and examine with his class certain problems of an ethical, aesthetic and social nature. Finally the classroom teacher will supervise the proper functioning of schoolchildren's associations and have talks with parents to advise them and keep them informed, etc. (IBE)

371.14 Good Teaching Conditions

BUSCH, Fritz. **Pädagogische Notizbuch.** [See 371.17 (430.3)]

371.14 Good Teaching Conditions

CONNELL, W.F. et al. **The foundations of education.** [See 370]

371.14 (54) Good Teaching Conditions (India)

COREY, Stephen M. & SHUKLA, J.K. **Practical classroom research by teachers.** [See 370.4]

371.14 Good Teaching Conditions

HIGHET, Gilbert. **The art of teaching.** Reprinted. London, Methuen & Co., (1963). xvi+266 p., bibl. notes, ind. — Reprint of a work originally published in 1951 by the same publishers. (See IBE Bulletin No. 129 for a review of the French translation). (IBE)

371.14 Good Teaching Conditions — 373.53 Commercial Education

HILLMER, George P. **The first few frantic weeks.** Commercial teachers' edition. (Toronto), Sir Isaac Pitman & Sons (Canada), (1962). 214 p., fig. — Assistance for beginning teachers of commercial subjects at schools. After dealing with general matters (preparation and planning, classroom arrangement, methods, discipline, examination tests, etc.) the advice and suggestions relate to the teaching of the different subjects (typing, shorthand, book-keeping, business arithmetic, etc.). (IBE)

371.14 Good Teaching Conditions — 371.24 School Work and its Organization —
372.1 Primary Teaching Methods

MACAIRE, F. & RAYMOND, P. **Notre beau métier.** Manuel de pédagogie appliquée - Pédagogie générale, discipline scolaire, psychologie éducative. Issy-Les-Moulineaux (Seine), Editions Saint-Paul, (1962). 525 p., tabl., bibl. — Comprehensive account, in a Christian context and in three sections, of the African teacher's educational problems. I. Discussion concerning such matters as bringing-up (tasks, means, collaboration between school and home), education (development, relations with other sciences), the child (significance of childhood, the psychic, intellectual and social development of the child), the teacher (his vocation, mission, training and authority), order and discipline, school life, the teaching (procedures and methods), administrative and educational organization. II. General survey of the subjects included in the primary school curriculum. III. Course in educational psychology dealing with the child's intellectual, emotional and spontaneous activity. Each topic is presented by way of a lesson followed by questions and reading matter. (IBE)

371.14 Good Teaching Conditions — 372.1 Primary Teaching Methods — 371.36
Audio-visual Techniques — 371.126 (73) Practice Teaching (United States)

MICHAELIS, John U. & DUMAS, Enoch. **The student teacher in the elementary school.** 2nd ed. Englewood Cliffs (N.J.), Prentice-Hall, (1960). xiv+488 p., fig., tabl., bibl., ind., app. (Prentice-Hall Education Series). — Second edition of a comprehensive guide for student teachers. Among matters dealt with: the training of teachers in the United States; the organization and planning of elementary school curricula; individual and group development of normal children and maladjusted children; predicting the reactions and responses of children; school materials and the making of cheap audio-visual material. (IBE)

371.14 Good Teaching Conditions — 371.30 Teaching Principles

MITENEV, V. S. **O tvorčeskom trude učitelja.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 100 p., tabl. — Views on how to teach in a lively and stimulating way. It is essential that the teaching methods of the best teachers be studied and made known to all members of the teaching staff. Some teachers are fortunate in being able to impart to their pupils not only knowledge but a love for learning and often the desire to take up a teaching career. These observations, recorded during many years, are summed up in a few sketches manifesting attachment to the school and love for the children. (IBE)

371.14 (47) Good Teaching Conditions (USSR)

PAŠININ, S.S. **O rabote klassnogo rukovoditelja v večernaj (smennoj) škole.** [See 374.1 (47)]

371.14 (44) Good Teaching Conditions (France)

PIERRET, R. & BARDON, H. **La vie de l'instituteur.** [See 371.15 (44)]

371.14 Good Teaching Conditions

ROTH, Heinrich & BLUMENTHAL, Alfred (Hrsg.). **Didaktische Analyse.** [See 371.30]

371.14 Good Teaching Conditions

SARASON, Seymour B.; DAVIDSON, Kenneth S. & BLATT, Burton. **The preparation of teachers.** [See 371.12 (73)]

371.14 Good Teaching Conditions — 372.1 Primary Teaching Methods

WALTERS, Elsa H. & GRANT, Margaret. **School methods with younger children.** A handbook for teachers in the Caribbean. (Adaptation from the West African Edition). London, Evans Brothers, (1963). 215 p., fig., bibl., ind. — Illustrated guide for use of teachers at primary schools in the British West Indies. Suggestions based on the syllabuses for various subjects (arithmetic, English, reading, writing, art and craft, hygiene, nature study) and relating to the organizing of educational games, the construction of teaching material, the preparation of lessons as well as to certain fundamental principles of child psychology. (IBE)

371.140 The Teacher's Personality — 371.141 Teacher-Pupil Relations — 370.3 Philosophy of Education

GUSDORF, Georges. **Pourquoi des professeurs?** Pour une pédagogie de la pédagogie. Paris, Payot, 1963. 262 p., bibl. notes. (Bibliothèque scientifique, Collection Science de l'Homme). — At the present when education heads and officials, prompted by the population growth, are beginning to dream of mass instruction, it may be of value to insist on the real meaning of education and on the usefulness of teachers. The present study, somewhat like a philosophical discussion and at times in the nature of an indictment, endeavours to identify, among the abstract ideas, the permanent meaning of the educational undertaking. Keeping the teacher's personality in the foreground this " pedagogy of pedagogy " analyses good teaching conditions and the teacher-pupil relationship, drawing comparisons in particular between eastern and western concepts in this connection. (IBE)

371.140 The Teacher's Personality

OKOŃ, W. (Ed.). **Osobowość nauczyciela.** 2nd ed. Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 260 p., fig., bibl., notes. — Collected articles on the teacher's personality and his skill as well as on the qualities required for being both a good teacher and a good educator. While dealing with different aspects of the matter all six authors agree that educators must have that "cardinal virtue", the desire to make life's path smoother for children. (IBE)

371.140 The Teacher's Personality — 37 P (430.2) Research and Inquiries (Federal Republic of Germany)

SCHUH, Eduard. **Der Volksschullehrer.** Störfaktoren im Berufsleben und ihre Rückwirkung auf die Einstellung im Beruf. Hannover, [etc.], Hermann Schroedel Verlag, (cop. 1962). 239 p., fig., tabl., bibl., app. (Veröffentlichungen der Hochschule für Internationale Pädagogische Forschung, Frankfurt a.M.). — Study (including an account of the methods of investigation) concerning psychological and sociological aspects of the primary teacher's situation. Reasons for worry during his professional life; their effect on his professional work. According to the findings of an investigation conducted under the auspices of the "*Hochschule für Internationale Pädagogische Forschung*" the causes of disturbance, whether it be in personal life, at school or connected with the social environment, have their source in ideal requirements and the actual situation. Consideration is given to the effect of the profession on character, health and professional status as well as to questions of age, salary, ranking and discipline. The study concludes with a critical appraisal of the findings as well as with constructive suggestions (the teacher's emotional health) and a comparison between the teaching profession and that of forestry official. (IBE)

371.141 Teacher-Pupil Relations

BARANKIEWICZOWA, H.; LEWIN, A. & PELCOWA, M. **Wychowawca gromadzi materiały o klasie.** [See 371.267]

371.141 Teacher-Pupil Relations

GUSDORF, Georges. **Pourquoi des professeurs?** [See 371.140]

371.141 Teacher-Pupil Relations

KOLESSOWA, A.M. **Zum individuellen Eingehen auf die Schüler in der Unterstufe.** [See 371.243]

371.15 (73) Teacher Status — 378 (73) Higher Education (United States)

EELLS, Walter Crosby & HOLLIS, Ernest V. **Sabbatical leave in American higher education.** Origin, early history and current practices. Washington, U.S. Office of Education, (1962). 75 p., bibl., ind., app. (Bulletin 1962, No. 17). — The practice of granting sabbatical leave (leave which, on a full or part-time basis, is given to professors for the purposes of professional improvement after seven consecutive years' service at the same establishment) was first introduced in the United States in 1880 at Harvard University, the latter's example being followed between 1880 and 1900 by some ten other institutions of higher education. The present report on an inquiry in the matter of sabbatical leave indicates the relevant practices adopted by 48 American colleges and universities. (IBE)

371.15 (45) Teacher Status (Italy)

PARDO, Carlo Velio di & GRAVINA, Antonio. **L'ordinamento giuridico della istruzione elementare.** [See 379.91:372 (45)]

371.15 (44) Teacher Status — 371.14 (44) Good Teaching Conditions (France)

PIERRET, R. & BARDON, H. **La vie de l'instituteur.** Paris, Hatier, cop. 1963. 208 p., tabl., bibl. — Collected articles most of which were originally published in the educational review "l'Instituteur". Constituting a practical guide for the beginning teacher the book furnishes the necessary documentation for his task and deals with the everyday problems which he may encounter within the school and outside. The second part is particularly devoted to the teaching problems raised in connection with each subject. (IBE)

371.15 (73) Teacher Status — 37 P (73) Research and Inquiries (United States)

STEFFENSEN, James P. **Merit salary programs** in six selected school districts. (Washington), U.S. Office of Education, (1963). v+63 p., tabl., bibl. notes. (OE-23026, Bulletin 1963, No. 5). — Should teachers be remunerated according to their merit (their teaching results) or should the current salary scale be maintained? This is at present a much debated question in the United States, where it is desired that increasingly better qualified persons be attracted to the teaching profession. The aim of the present study is not to adopt either point of view but rather to make a comparative analysis of the research which, concerning professional merit, was carried out at six colleges selected by the authorities and where in each case the college's own programme and experimental system of assessment were followed. (IBE)

371.16 (45) Teacher's Role and Position (Italy)

AGOSTI, Marco & CHIZZOLINI, Vittorio. **Maturità magistrale.** [See 371.14 (45)]

371.16 (71) Teacher's Role and Position (Canada)

CHEAL, John E.; MELSNESS, Harold C. & REEVES, Arthur W. **Educational administration: the role of the teacher.** [See 379 (71)]

371.17 The Teacher's Life

APREDA, Lucia. **" ... Le voci della camerata mia... ".** (Sorrento), Petagna, (1960). 104 p. — Account of the joys and sorrows of a schoolteacher who cares for her young pupils with love and intelligence. Her observations on the behaviour of certain children are based on specific cases. Concrete examples lead to her reflection on the aims of education and the responsabilities of those who devote themselves to this task. (IBE)

371.17 (430.3) The Teacher's Life (German Democratic Republic) — 371.14 Good Teaching Conditions

BUSCH, Fritz. **Pädagogische Notizbuch.** Berlin, Volk und Wissen Volkseigener Verlag, 1961. 178 p., fig. — An educator's note-book. These notes and anecdotes recorded daily and based on experience concerning teacher and pupil in the German Democratic Republic were published for the benefit of teachers by the *Deutche Lehrerzeitung* from 1955 to 1960. (IBE)

371.17 The Teacher's Life

IGLESIAS, Luis F. **Diario de ruta.** [See 371.291]

371.17 The Teacher's Life

MARSHALL, Sybil. **An experiment in education.** [See 375.7]

371.19 (94+73) Various Categories of Educators (Australia & United States)

CUNNINGHAM, K.S. & RADFORD, W.C. **Training the administrator.** [See 379 (94+73)]

371.19 (47) Various Categories of Educators (USSR)

GLIKMAN, I.Z. **Rabota vospitatelja v škole s prodlënnym dnëm.** [See 371.011 (47)]

371.196 (73) School Psychologists (United States) — 377.91 Medico-psychological and Educational Aid

GRAY, Susan W. **The psychologist in the schools.** New York, [etc.], Holt, Rinehart and Winston, (1963). IX+406 p., bibl., ind. — What the psychology student in the United States should know about the school psychologist's work as well as about its professional and social implications in order that he may be equal to his future task. By reason of education's larger role and its adjustment to the rate of progress the psychologist's duties have become more extensive. Today he is consulted on everything which closely or remotely concerns the type of school establishment to which he is attached, on, for example, educational methods and the programmes for encouraging rivalry among pupils in order to improve work standards, on measures regarding order and discipline, on constructive aspects of leisure, etc. His presence is required on administrative boards, on advisory committees of principals, teachers and other members of school staff as well as at meetings of teachers and parents. He collaborates with auxiliary services (welfare, medical, health, etc.) and even with parish and denominational groups. (IBE)

371.199 (47) Educators of Handicapped Children (USSR)

D'JAČKOV, A.I. (Ed.). **Surdopedagogika.** [See 371.912]

371.199 (438) Educators of Handicapped Children (Poland)

DOROSZEWSKA, Janina. **Nauczyciel-wychowawca w zakładzie leczniczym.** [See 371.918]

371.199 (71) Educators of Handicapped Children (Canada)

MONTREAL. LE CONSEIL DES ŒUVRES. **L'enfance exceptionnelle.** [See 371.9 (71)]

371.2 (71) School Organization (Canada)

CHEAL, John E.; MELSNESS, Harold C. & REEVES, Arthur W. **Educational administration: the role of the teacher.** [See 379 (71)]

371.2 School Organization — 371.30 Teaching Principles — 375.0 (44) General Questions relative to the Curriculum (France)

VILLEVIEILLE, Joseph & VILLEVIEILLE, Jean. **Votre fils est intelligent, mais...** Paris, (Spes, cop. 1963). 174 p. — By speaking as one to another and dealing with a number of questions often asked by parents and educators the author endeavours to make the reader share in educational problems. These range from teaching methods, programme planning, pupil guidance and curriculum content to guided activities and leisure. (IBE)

371.231 Admission — 370.46 Educational Psychology — 377.91 Medico-psychological and Educational Aid

HOLZINGER, Fritz. **Schulreife und Schullaufbahn.** Wien, Verlag Eugen Ketterl, (1960). 199 p., 12 pl., tabl., bibl., ind. — " School Readiness and Schooling " is a study on the child's mental level at the time of his admission to school and is intended to provide the teacher with a means of understanding medical advice and to give the school doctor an idea of the work of remedial education. I. Account of the somatic, psychic and social factors of concern to educators. II. Analysis of the Styrian test, showing by means of examples from Lower Austria its application and scoring procedure and its adaptation to the different categories of case. III. The author advocates a pre-school test, followed by individual examinations; the teacher could then adapt his teaching programme to the mental state of those in his care. IV. How to classify cases according to their motor actions, their aptitudes and propensities (the mediocre, highly-strung, neglected, mentally weak, etc.). In conclusion, suggestions for broadening the field of remedial education and for giving better defined purpose to classes and syllabuses. (IBE)

371.231 Admission — 371.264 Methods of Psychological Diagnostics — 370.46 Educational Psychology

INGENKAMP, Karlheinz et al. (Ed.). **Praktische Erfahrungen mit Schulreifetests.** Basel (Schweiz) & New York, S. Karger, 1962. 128 p., tabl., fig., bibl. (Psychologische Praxis, Schriftenreihe für Erziehung Jugendpflege, Heft 30). — Third report on the discussion days held by the educational psychology section of the German psychologists' professional association. Problems of incorporating in the school the points of view of education and psychological diagnostics, of " readiness for schooling " and its diagnosis; psycho-pedagogical research concerning the school achievement of children enrolled too soon; maturity and the alleged readiness for schooling; experiments conducted with the Weilburg tests in connection with admission to schools in Berlin-Tempelhof; research in regard to school readiness in Frankfurt. (IBE)

371.231 Admission — 371.265 Intelligence Tests — 37 P (485) Research and Inquiries (Sweden)

MALMQUIST, Eve. **Barnens kunskaper och färdigheter** i läsning, skrivning och räkning vid skolgångens början i enhetsskolans första årskurs. [Stockholm], Kungl. Skolöverstyrelsen, (cop. 1961). 170 p., fig., tabl., bibl., app. (Forskningsrapporter från Statens Försöksskola i Linköping nr 1). — Experimental research which, in regard to children's readiness for work in the primary school when they enter it, is concerned with their knowledge in reading, writing and arithmetic as well as with their mental development level. By detecting eventual difficulties and handicaps it is possible to make valuable prognostics and adapt the instruction accordingly. Study of the correlation which may exist between achievement in reading, writing and arithmetic on the one hand and test performance on the other. (IBE)

371.232 (42) Entrance Examinations. Methods of Selection (United Kingdom)

PEDLEY, Robin. **The comprehensive school.** [See 373.10 (42)]

371.232 (6+ ∞) Entrance Examinations. Methods of Selection (Africa and Various Countries)

TAYLOR, A. (Ed.). **Educational and occupational selection in West Africa.** [See 377.922 (6+ ∞)]

371.236 Promotion

GARCÍA HOZ, Victor. **Evaluación del trabajo escolar y promoción de los alumnos.** [See 370.6]

371.237 (430.2) Retardation in Studies (Federal Republic of Germany)

BURGER, Robert. **Liegt die höhere Schule richtig?** [See 373.16 (430.2)]

371.237 Retardation in Studies — 370.46 Educational Psychology — 377.91 Medico-psychological and Educational Aid

CORRELL, Werner. **Lernstörungen beim Schulkind.** Ursachen, Formen, Überwindungsmöglichkeiten. Donauwörth, Verlag Ludwig Auer, Cassianeum, s.d. 157 p., fig., bibl. notes. — Study, based on actual observation and on psychological examination, concerning difficulties manifested for no apparent reason in the school work of normally endowed pupils. It is known that such difficulties become increasingly serious and may result in regrettable changes of behaviour unless the underlying causes can be eradicated. Analysis of the different factors responsible and which may be (a) connected with the school (teacher-pupil relations, unfavourable teaching conditions), (b) unconnected with the school or of a family kind, (c) of a personal kind (abilities, maturity, interests, nervous or organic features, work rate), (d) related to character (laziness, obstinacy, fear, need to play a part, etc.). By means of this analysis it is possible to determine the preventive and remedial procedures available in treatment. (IBE)

371.237 (94) Retardation in Studies (Australia)

HUGHES, P.W. **Academic achievement at the university.** [See 378 (94)]

371.237 (494.42) Retardation in Studies — 37 P (494.42) Research and Inquiries (Switzerland/Geneva)

ROLLER, S. & HARAMEIN, A. **Enquête sur les retards scolaires.** Etude analytique de quelques-unes de leurs causes présumées. Neuchâtel & Paris, Editions Delachaux & Niestlé, 1963. 44 p., fig., tabl. (Cahiers de pédagogie expérimentale et de psychologie de l'enfant — No. 19). — An endeavour to employ the procedure of statistical analysis for determining the causes of retardation in school work among children in the canton of Geneva. Data was obtained by means of questionnaire and on analysis the factors studied were divided into the following four categories according to their relative effect on the pupils' school performance: (1) vocation of the person replying; (2) sex, supervision of study; (3) home situation, schooling received, change of teacher; (4) attendance of nursery school, nationality. These factors cannot be considered as causes of retardation but the investigation shows their combined effect. In cases of retardation it is recommended that the treatment be designed to neutralise the negative effect of the examined factors according to their observed relative influence. (IBE)

371.237 (94) Retardation in Studies (Australia)

SCHONELL, Fred J. et al. **Promise and performance.** [See 378 (94)]

371.237 (∞) Retardation in Studies — 37 P (∞) Research and Inquiries — 370.48 (∞) Comparative Education Research (Various Countries)

WALL, W.D.; SCHONELL, F.J. & OLSON, Willard C. **Failure in school.** An international study. Hamburg, Unesco Institute for Education, 1962. 158 p., fig., tabl., bibl. (19 p.). (International studies in education). — Final report of the Conference on Education and Mental Health, which discussed the question of " failure in school ". Based on statistics and on research carried out in various countries the report deals with the following matters: the incidence and consequences of failure; some basic aspects of child growth; the respective influence which the home, community, school and teachers have on school progress; diagnostic procedures; preventive and remedial measures for reducing the number of such failures. (IBE)

371.24 School Work and its Organization

MACAIRE, F. & RAYMOND, P. **Notre beau métier.** [See 371.14]

371.24 (438) School Work and its Organization (Poland)

OKOŃ, Wincenty. **Zarys dydaktyki ogólnej.** [See 371.30]

371.241 Psychology and Hygiene of School Work

RAVKIN, Z.I.(Ed.). **Vospitanie v processe obučenija.** [See 371.33]

371.243 Individual Teaching. Fitting the School to the Child

HÄRNQVIST, Kjell. **Individuella differenser och skoldifferentiering.** [See 371.265]

371.243 Individual Teaching. Fitting the School to the Child — 371.141 Teacher-pupil Relations

KOLESSOWA, A. M. **Zum individuellen Eingehen auf die Schüler in der Unterstufe.** Adapted by Horst Strietzel from the Russian. Berlin, Volk und Wissen Volkseigener Verlag, 1960. 54 p. — To know his pupils is of paramount importance for the teacher. There is no recipe for this knowledge as it is the result of a long and systematic approach by a teacher who is up to date in child psychology. How to make use of his pupil's individual particularities for helping him to learn better at school and find himself. Examples of individual work accomplished by the pupils of the first four classes during one hour in class. (IBE)

371.243 Individual Teaching. Fitting the School to the Child

PAGANELLI, Zeno. **Come individualizzare l'insegnamento.** (Brescia), " La Scuola " Editrice, (cop. 1962). 118 p., fig., bibl., notes. (Collezione " COME ? ", Guide didattiche per l'applicazione dei vigenti programmi della scuola elementare). — As each pupil has his own personality it is essential for teaching to be adapted to individual needs and capabilities. Only individual teaching can satisfy this condition. Suggestions for application of this method in the teaching of mother tongue and science as well as in moral, civic and artistic training. Reference is made to the employment of card systems and the reader's attention is drawn to their limitations and dangers. (IBE)

371.249 Overloading of Curriculum — 158.1 Psychological Techniques

GERÉB, György. **Kísérletek a fáradtság lélektanának Köréből.** Budapest, Akadémiai Kiadó, 1962. 215 p., fig., tabl., bibl. — In reviewing relevant experimental research the author of "Psychological atlas" (see IBE Bulletin No. 150) studies different aspects of the psychology of fatigue. Discussion of pupils' school work, of what causes fatigue and of the effects produced by overloaded syllabuses; characteristics of the different types of children who are prone to fatigue, etc. Comparative tables in respect of deaf-and-dumb and oligophrenic children. Interpretation of fatigue curves in the case of students, sport players and workmen; explanation of the changes produced among the latter by provision for balanced periods of work and of time off. (IBE)

371.259 (494.24) Ceremonies and School Celebrations (Switzerland/Bern)

GUÉNIAT, Edmond. **L'Ecole normale d'instituteurs du Jura-Porrentruy de 1937 à 1962.** [See 371.121 (494.24)]

371.26 Methods of Examination and Control of Pupils

BRUECKNER, Leo J. & BOND, Guy L. **Diagnostico y tratamiento de las dificultades en el aprendizaje.** [See 377.92]

371.26 Methods of Examination and Control of Pupils

GARCÍA HOZ, Víctor. **Evaluación del trabajo escolar y promoción de los alumnos.** [See 370.6]

371.26 Methods of Examination and Control of Pupils

SMITHELLS, Philip A. & CAMERON, Peter E. **Principles of evaluation in physical education.** [See 371.73]

371.26 (430.3) Methods of Examination and Control of Pupils (German Democratic Republic)

UNRUH, Ruth v. **Zur Leistungskontrolle in der Unterstufe.** Berlin, Volk und Wissen Volkseigener Verlag, 1961. 71 p., fig., tabl., bibl. — The concept of control in regard to school work has a new sense in the socialist schools of the German Democratic Republic. In such control, account should be taken, as regards curriculum requirements, not only of the knowledge learnt by the pupil but also of the use and practical application which he makes of it. Instructions to teachers concerning (a) the concept of evaluating the results of the teaching, (b) the aims, place, types, designing and application of control methods in general, (c) the possibilities which such control offers in the teaching of arithmetic and mother tongue, (d) the comparison to be made between the progress of the different pupils in one class or in several parallel classes, (e) the evaluation of results in connection with the education of workers' and peasants' children. (IBE)

### 371.261 School Records

McINTOSH, Douglas M.; WALKER, David A. & MACKAY, Donald. **The scaling of teachers' marks and estimates.** Rev. and enl. ed. Edinburgh & London, Oliver and Boyd, (1962). xii+182 p. fig., tabl., ind., app. — Revised and enlarged edition of a work which, originally published by the same firm in 1949, explains a standard procedure for the scaling of pupils' marks in the classroom and at examinations as well as of all other kinds of estimate. Clear in its application as regards the different subjects and various types of school and amply illustrated by tables, graphs and score sheets the procedure was designed for the following purposes: simplify the teacher's work; standardise the classification of pupils for their transition to secondary and higher education; facilitate transfer from one school to another; give validity and reliability throughout the country to the marks and intelligence quotient of each pupil. (IBE)

### 371.262 Examinations — 378.241 Organization of the Student's Work — 371.336 Initiation into Methodical Work

ALLEN, Clifford. **Passing examinations.** A psychological study of learning, remembering and examination techniques, and the causes of failure, for the assistance of students. London, Macmillan & Co., 1963. xiii+146 p. — Advice based on psychological principles and intended for students who are to take examinations at higher level. Among the matters dealt with: emotional and environmental factors (living conditions, for example) which determine the effectiveness of study; theory of learning (conditioning, insight, etc.); remembering (use of mnemonics); causes of failure; techniques of study (note taking, revision, etc.); how to answer examination questions. (IBE)

### 371.262 (45) Examinations — 373.105 (45) Baccalaureate (Italy)

ROBERTAZZI, Mario. **Troppi esami, poca scuola.** Milano, Longanesi & C., (cop. 1961). 237 p. ("La Fronda", Volume 41). — Journalistic inquiry which, on the quality of education in Italy, was conducted by a former secondary school teacher and university professor who is particularly concerned about the number of examinations and excessive importance attached to them at the expense of the pupils' true education and training. Adopting a style sometimes polemical, sometimes anecdotal, the author exposes the facts which he collected either through a newspaper inquiry concerning state examinations or by himself among students suffering from the excessive burden or tension of examinations. This evidence should lead not only teachers and responsible authorities but also parents and children to examine their own minds concerning the education provided and received in Italy. (IBE)

### 371.262 (42) Examinations — 373.105 (42) Baccalaureate — 378.25 (42) University Degrees (United Kingdom)

STRONG, Alan. **Pass that exam!** Edited by A.H. Throwes. Preston, A. Thomas & Co., (1963). 206 p., 1 pl. — While showing that success in an examination does not depend upon intensive work at the last moment but that it is the result of intellectual and physical preparation carried out logically from the beginning of study, the author explains what is required for the " eleven-plus " and " G.C.E. " examinations (both 0. level and A. level) and offers practical advice on how to approach a question, arrange answers, use time to the best advantage and thus do justice to one's examination preparation. List of the degrees, diplomas and grants awarded by the University of London. Details of the courses and various examinations which must be taken for certain professions (estate agent, accountancy, advertising, architect, bank clerk, secretary, the law, librarian, etc.). (IBE)

371.263 SCHOOL TESTS — 375.31 ARITHMETIC

BONBOIR, A. **Test pour la mesure de l'acquis arithmétique en fin de scolarité primaire.** Contribution à la psycho-pédagogie des mathématiques. Liège, Vaillant-Carmanne, 1961. 49 p., tabl., bibl., app. (Centre national de Recherches de Psychotechnique scolaire, Psychologie appliquée à l'éducation, Document No. 10). — Results (including standard rating, diagnostic tables, etc.) of a test used by the University Educational Advisory Commission *(Commission consultative universitaire de Pédagogie)* in studying pupils' achievement in arithmetic at the time of leaving the sixth primary class in Belgium. (IBE)

371.263 (73) SCHOOL TESTS (UNITED STATES)

GOSLIN, David A. **The search for ability.** [See 371.265 (73)]

371.263 (41) SCHOOL TESTS — 370.6 (41) APPRAISAL OF THE RESULTS OF EDUCATION — 37 P (41) RESEARCH AND INQUIRIES (SCOTLAND)

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION. Scholastic Survey Committee. **The Scottish scholastic survey, 1953.** London, University of London Press, 1963. 216 p., fig., tabl., notes bibl., ind., app. (Publications of the S.C.R.E., XLVIII). — Detailed account of a survey which in 1953 the Scottish Council for Research in Education undertook concerning the progress made in scholastic attainment. Over 72,000 pupils, classified according to type of area (city, large town, small town, other areas), were tested in arithmetic (mechanical arithmetic and arithmetical reasoning) and in knowledge of English (comprehension and expression). After analysing the data obtained (for example, difference in progress was found to be greater as between girls and boys than as between pupils in large towns and those in small towns) the investigators were able to offer suggestions for the improvement of teaching in Scotland. (IBE)

371.263 SCHOOL TESTS

SEGERS, A. **La lecture silencieuse à l'école secondaire et à l'université.** [See 375.101]

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS

CASTIGLIONI, Giulio. **Intuizione ed espressione.** [See 375.72]

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS — 371.265 INTELLIGENCE TESTS

CLAPARÈDE, E. **Como diagnosticar las aptitudes en los escolares.** Traducción, bibliografía y notas por Alejandro Gil Fagoaga. Madrid, Aguilar, 1961. 292 p., fig., tabl., bibl. (23 p.), notes. (Colección Psicología y Educación). — Spanish translation of the French work "Comment diagnostiquer les aptitudes chez les écoliers" published by Flammarion in Paris. (IBE)

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS — 372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES — 375.72 VISUAL ARTS — 137.7 GRAPHOLOGY

HARTKE, Friedrich. **Die Seele des Kindes in Zeichnung und Schrift.** Ratingen (Rhld.), A. Henn Verlag, (cop. 1962). 98 p., fig., tabl., bibl. — Work showing with the aid of illustrations and quotations taken from works of specialists what the psychologist can learn about children's minds from their drawings and handwriting. (IBE)

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS

HILTMANN, Hildegard. **Compendio de los tests psicodiagnósticos.** Traducción de Juan Jorge Thomas. Buenos Aires, Editorial Kapelusz, (1962). XIV+190 p., fig., bibl. notes. (Biblioteca de Psicología Contemporánea). — Spanish translation of a work published in German under the title "Kompendium der psychodiagnostischen Tests" by Hans Huber Verlag, Berne & Stuttgart, in 1960. (IBE)

371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS

INGENKAMP, Karlheinz et al. (Ed.). **Praktische Erfahrungen mit Schulreifetests.** [See 371.231]

371.264 Methods of Psychological Diagnostics

REY, André. **Etude des insuffisances psychologiques.** (Enfants et adolescents). 2 vol. I. **Méthodes et problèmes. II. La systématisation des observations.** 2e éd. entièrement remaniée. Neuchâtel & Paris, Editions Delachaux & Niestlé, (cop. 1962). 226 & 206 p., fig., tabl., bibl. notes. (Actualités pédagogiques et psychologiques). — Second edition, completely revised of this work originally published under the same title in 1947 by the same publishers. (See IBE Bulletin No. 84). (IBE)

371.264 Methods of Psychological Diagnostics

SPEARRITT, Donald. **Listening comprehension – a factorial analysis.** (Melbourne), Australian Council for Educational Research, 1962. x+149 p., tabl., bibl., app. (A.C.E.R. Research Series No. 76). — A study in experimental psychology and intended to show that listening comprehension, or the skill of listening, is a separate one which must be given practice and developed in addition to the skills of reading and writing. After a review of the different tests already available for measurement of listening comprehension, certain hypotheses are enunciated and lead to the description of a battery of 34 tests designed to measure this ability more thoroughly and permit of correlations with intelligence, memory and attention. The appendix contains tables and scales for comparisons to be made on the basis of test results. (IBE)

371.264 Methods of Psychological Diagnostics

ZAZZO, René et al. **Manual para el examen psicológico del niño.** Traducción de Juan Jorge Thomas. Buenos Aires, Editorial Kapelusz, (1963). xviii+479 p., fig., tabl., bibl., app. (Biblioteca de Psicología Contemporánea). — Spanish translation of a work published in French under the title "Manuel pour l'examen psychologique de l'enfant" by Delachaux & Niestlé, Neuchâtel, in 1960. (IBE)

371.265 Tests of Intelligence and Aptitude

CLAPARÈDE, E. **Como diagnosticar las aptitudes en los escolares.** [See 371.264]

371.265 Tests of Intelligence and Aptitude — 153 Intelligence, Reason, Understanding

DONALDSON, Margaret. **A study of children's thinking.** In collaboration with Donald Withrington. (London), Tavistock Publications, (1963). viii+263 p., fig., tabl., bibl., ind., notes, app. — Study which, dealing with the thinking of children aged 9 to 15 years, is based on an analysis of the errors made during verbal tests of intelligence. The errors are of three main types and their distinguishing features are studied in relation to (a) the work of J. Piaget and that of Goldstein and Luria, (b) recent research carried out by Broadbent and others on attention and immediate memory. The book is intended to make it possible for the psychologist to know children's capacity for thought in order that he may direct his administration and interpretation of verbal intelligence tests accordingly. (IBE)

371.265 (73) Tests of Intelligence and Aptitude — 371.263 (73) School Tests (United States)

GOSLIN, David A. **The search for ability.** Standardized testing in social perspective. New York, Russell Sage Foundation, 1963. 204 p., fig., tabl., bibl. notes, ind. (Volume 1 of a Series on the social consequences of ability testing). — Every year in the United States between 150 and 250 million standardized tests of ability are administered and they give rise to certain problems and criticism, etc. For this reason the Russell Sage Foundation decided upon a programme of research in regard to testing and its implications and consequences for the American community. First in a series of reports to be published in this connection the present volume explains (a) the origin and procedures of ability testing as well as its employment in the United States, USSR and United Kingdom, (b) its use in business and industry, government and the military forces. Then follows a discussion of the principles underlying the testing of mental and physical ability; the consequences both in the social and economic context and for families in the American community, which adopts for itself the test criteria. Such testing affects vocations and social life, while it may sometimes also have a subjective influence, fortunate or unfortunate, on the individual's inner life and his moral or emotional behaviour. (IBE)

371.265 Tests of Intelligence and Aptitude — 371.243 Individual Teaching. Fitting the School to the Child — 37 P (485) Research and Inquiries (Sweden)

HÄRNQVIST, Kjell. **Individuella differenser och skoldifferentiering.** 1957 års skolberedning, II. Stockholm, Victor Pettersons Bokindustri, 1960. 127 p., fig., tabl., bibl., app. (Statens offentliga utredingar 1960:13). — Inquiry on the psychological conditions necessary for the differentiation which, applicable in schooling, is based on age level and requires the use of tests of ability and vocational aptitude. The inquiry is concerned with the following matters: nature and preparation of the tests; statistical analysis of the results; their interpretation; value of the tests. In appraising a test and its validity for assessment of individual aptitudes it is necessary to consider the methods of application, the material to be employed, the comparison of results, the extent to which the opinions of comrades tallies with that of the teacher. (IBE)

371.265 Tests of Intelligence and Aptitude — 15 Psychology

HEINONEN, Veikko. **Differentiation of primary mental abilities.** Jyväskylä (Finland), Jyväskylän yliopistoyhdistyksen ja kasvatuopillisen korkeakoulun kustantama, 1963. 136 p., fig., tabl., bibl. (Jyväskylä Studies in Education, Psychology and Social Research, 2). — Research on the differentiation of mental ability in children 9 to 15 years of age. The intelligence quotient or a change in performance is insufficient to describe the mental development; an analysis of the change in mental ability must be taken into account. The author suggests the method of factorial analysis for understanding such differences in achievement and for determining (a) the changes, (b) the composition of the factors involved and their correlation with the increase in performance, (c) the difference in mental development between girls and boys, (d) the relationship between mental ability on the one hand and school success and socio-economic status on the other, (e) the difference between primary and secondary school pupils in regard to development of intelligence. The study embraced over 2,000 pupils attending primary and secondary schools (rural and urban) and belonging to various socio-economic environments. Results tabulated in the appendix. (IBE)

371.265 Tests of Intelligence and Aptitude

MALMQUIST, Eve. **Barnens kunskaper och färdigheter** i läsning, skrivning och räkning vid skolgångens början i enhetsskolans första årskurs. [See 371.231]

371.265 Tests of Intelligence and Aptitude

MAYRÖCKER, Franz. **Intelligenz und Begabung, Schätzung und Messung.** Ein Beitrag zur Schülerkunde. Wien, Verlag Leinmüller & Co., (cop. 1962). 126 p., fig., bibl. — Handbook applying the principles of psychology and offering to the teacher a method for stuying and measuring his pupils' intelligence and abilities. Using well defined terms the author shows how to recognise individual types by discovery of their different characteristics manifested in facial expression, body movement, speech delivery, handwriting, etc. Account of the tests recommended for use with children 5 to 15 years old in measurement of intelligence quotient. (IBE)

371.265 Tests of Intelligence and Aptitude

TERMAN, Lewis M. & MERRILL, Maud A. **Stanford-Binet intelligence scale.** Manual for the third revision form L-M. London, [etc.], George G. Harrap & Co., (1961). 405 p., fig., tabl., bibl., ind. — Among the several revisions of the Binet-Simon intelligence scale (1905-1908-1911) those due to Terman and Merrill are the ones most usually employed in practice for diagnosis of level. Following upon the two previous ones undertaken in 1916 and 1937 this third revision (1960) constitutes with the L-M form a new adaptation of the scale tests in connection with scoring and interpretation. In addition to the usual Form L-M test procedures (administration, scoring, etc.) the third part includes tables compiled by Pinneau, who revised the procedure for calculation of I.Q. By means of these tables it is possible to read the I.Q. corresponding to chronological age (2 to 18 years) and to mental age (2 to 22 years). (IBE)

371.265 Tests of Intelligence and Aptitude

THOMAZI, Jacques. **Le bonhomme et l'enfant.** [See 375.72]

371.265 Tests of Intelligence and Aptitude

TORRANCE, E. Paul. **Guiding creative talent.** [See 371.95]

### 371.265 Tests of Intelligence and Aptitude

WITWICKI, Tadeusz. **Badanie praktycznej sprawności umysłowej metodą wkładanek.** Toruń, Towarzystwo naukowe w Toruniu, 1962. 101 p., fig., tabl., bibl. (English summary). (Praca wydana z zasiłku Polskiej Akademii nauk, Prace wydziału filologiczno-filozoficznego, Tom XII - Zeszyt 2). — Account of mental testing for the measurement of "practical intelligence", that is of the kind manifested in everyday behaviour. In the test described here, geometrical figures of different shapes, cut out of a parallelepiped then scattered, are required to be arranged in their original position in a minimum of time. (IBE)

### 371.266 Personality Tests — 378.23 Entrance Requirements

BURGER, Robert. **Eignungs- und Erziehungsdiagnosen für höhere Schulen mit dem Diapositiv-Z-Test.** Eine Einführung für Pädagogen und Psychologen. Bern & Stuttgart, Gemeinschaftsverlag Hans Huber - Ernst Klett, (cop. 1963). 193 p., fig., tabl., bibl., ind. (Abhandlungen zur Pädagogischen Psychologie, Band V). — The Z-Test constitutes one of the principal ways of diagnosing school abilities and selecting candidates for study at higher level. Administration of the Z-Test; projection of the slides; scoring and interpretation of the replies; record to be kept for each case. These different aspects are explained with the aid of many examples of model replies and their scores and by means of parallels drawn between groups at the same schooling level. (IBE)

### 371.266 Personality Tests — 136.7 Child and Adolescent Psychology

COETSIER, L. & LAGAE, C. **Frustratie-studie.** Een experimentele Bijdrage tot de Jeugdpsychologie. (Gent), Universitaire Stichting van België, Interuniversitair Centrum voor Testonderzoek, 1961. 499 p., fig., tabl., bibl. (Mededelingen van het Laboratorium voor toegepaste psychologie en de dienst voor studieadvies bij de Rijksuniversiteit te Gent, Nummer 10). — Frustration, its definition, causes and results. Account of an investigation, the psychological theories, sociological, experimental and clinical studies. Description of a battery of 30 frustration tests chosen according to different criteria and administered to a representative selection of 5,836 boys and girls aged 11 to 19 years in the Flemish portion of Belgium. Application of the tests; results obtained. The aim of the present study is twofold: (a) verify whether this test battery really corresponds to the requirements of such an investigation; (b) contribute in an experimental way to psychological study of Belgian youth. (IBE)

### 371.266 Personality Tests

KOCH, Karl. **El test del árbol.** El dibujo del árbol como medio psicodiagnóstico auxiliar. Traducción de Juan Jorge Thomas. Buenos Aires, Editorial Kapelusz, (cop. 1962). 362 p., fig., tabl., bibl. (Biblioteca de Psicología Contemporánea). — Spanish translation of a German work "Der Baumtest" published by Hans Huber, Bern, in 1949 and 1957. (See French edition of the IBE Bulletin No. 131). (IBE)

### 371.266 Personality Tests — 137 Character Study

VERDIER, Roger. **La caratterologia e la conoscenza del giovane studente.** Traduzione di Luigi Baraldini. (Torino), Società editrice internazionale, (1961). XII+205 p., tabl. (Psicologia e vita, Collana di psicologia applicata ai problemi educativi, 32). — Italian translation of the French work "La caractérologie dans l'enseignement secondaire" published in 1957 by Presses Universitaires de France, Paris. (IBE)

### 371.266 Personality Tests

ZÜST, Ruth. **Das Dorfspiel.** Diagnostische und therapeutische Auswertung eines Testverfahrens nach Henri Arthus. Bern & Stuttgart, Verlag Hans Huber, (cop. 1963). 230 p., fig., bibl., notes, app. — Method for adaptation and interpretation of the " creative activities village test " according to H. Arthus. This test is designed to make possible, from form and content in a game of building a small village, the detection of mental age level as well as of emotional conflicts and disturbances. Some 175 photos of villages and as many individual records and relevant notes provide the material for the method which (a) explains the symbols used in the design and components of the game, (b) indicates everything which in building his village the child expresses concerning his experiences with his mother and others surrounding him and (c) shows how to interpret this information usefully by exact diagnosis of the mental and emotional state of each case. (IBE)

371.267 Pupil's Records — 371.825 Judgments and Attitudes of Children with regard to the School — 371.141 Teacher-Pupil Relations

BARANKIEWICZOWA, H.; LEWIN, A. & PELCOWA, M. **Wychowawca gromadzi materiały o klasie.** Warszawa, " Nasza Księgarnia ", 1963. 95 p., fig., tabl., bibl. (Instytut Pedagogiki, Pracownia Wychowania Szkolnego). —Three articles on the various means (questionnaires, competitions, " plebiscites ", pupil's diaries, etc.) by which teachers can come to know their classes and the schoolchildren's views. (IBE)

371.27 (73) Ancillary Services (United States)

LEE, Grace (Ed.). **Helping the troubled school child.** [See 377.9 (73)]

371.291 (72) Rural Schools. Classes with several Grades — 371.294 (72) Community Schools (Mexico)

ALVAREZ CONSTANTINO, J. Jesus. **L'éducation de la communauté.** Traduit de l'espagnol par Saint-Lucien Hector. Port-au-Prince, Haïti, Imprimerie de l'Etat, 1956. xxiv+86 p., bibl., app. — French translation of a report published in Spanish on the community's role in rural education in Mexico. Critical appraisal of certain principles and theories hitherto applied in this country. Analysis of the following factors which should be taken into account in the official education programme required for the country's development: (a) physical environment; (b) economic structure; (c) system of social services; (d) the home and family; (e) public health and safety; (f) recreation and artistic activities; (g) educational and cultural activities. (IBE)

371.291 Rural Schools. Classes with several Grades — 371.17 The Teacher's Life

IGLESIAS, Luis F. **Diario de ruta.** Los trabajos y los días de un maestro rural. (Buenos Aires), Editorial Lautaro, (cop. 1963). 316 p. (Biblioteca Ciencias del Hombre). — Diary of the life at a one-teacher rural school attended by some thirty children. The author - the school's teacher - deals in detail with the everyday problems involved in the teaching and endeavours to trace the difficulties to their origin. The daily task (teaching to read, write or calculate) sometimes requires an effort almost disproportionate to the results. With sincere and constructive devotion, however, and if he fosters and intensifies his love for the child the teacher will overcome the obstacles. (IBE)

371.291 Rural Schools. Classes with several Grades

PAGANELLI, Zeno. **L'organizzazione didattica della pluriclasse.** Brescia, " La Scuola " Editrice, (cop. 1962). 118 p., bibl., app. (Collezione " COME? ", Guide didattiche per l'applicazione dei vigenti programmi della scuola elementare). — Discussion intended to encourage young teachers who are given charge of one-teacher schools in isolated areas. Examination of practical problems (class arrangement, the textbooks, etc.) and of the problems involved in the teaching. Apart from manual activities the teaching of both gardening and breeding is strongly recommended. Some observations on supervision of the teaching are followed by the description of a day at a one-teacher school. (IBE)

371.291 Rural Schools. Classes with several Grades

SPAIN. MINISTERIO DE EDUCACIÓN NACIONAL. Centro de documentación y orientación didáctica de enseñanza primaria. **Guia práctica para las escuelas de un solo maestro.** (Madrid), 1961. 159 p., fig., tabl, bibl. (Didáctica breve, Publicaciones del C.E.D.O.D.E.P.). — Practical guide for organizing the work at one-teacher primary schools and intended particularly for teachers who are beginning. Organization of the school and of the school work (syllabuses, time-tables, teaching material, school books, discipline); administrative instructions; out-of-school activities (homework, school excursions, visits to museums, relations with the home); questionnaire for study of a locality; table showing the instructional level in relation to pupil age; models of school record cards; types of objective tests applicable at primary level, etc. (IBE)

371.294 (72) Community Schools (Mexico)

ALVAREZ CONSTANTINO, J. Jesus. **L'éducation de la communauté.** [See 371.291 (72)]

371.297 (47) Schools connected with Enterprises (USSR)

SWADKOWSKAJA, M. M. **Ausbildung neuer Arbeitskräfte durch individuelle Schulung.** Berlin, Volk und Wissen Volkseigener Verlag, 1961. 58 p., fig., bibl. (Allgemeine Schriften zur Qualifizierung der Werktätigen). — Practices employed in the training of personnel at a tool factory in Moscow. Features of the syllabuses and time-tables adopted; instructions concerning the methods used in the theoretical and practical courses; selection of the teachers and instructors; work of the qualifications board, etc. (IBE)

371.3 Teaching and Intellectual Education — 370.46 Educational Psychology — 375.0 (73) General Questions relative to the Curriculum — 37 G (73) Yearbooks (United States)

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (A Department of the National Education Association, United States). **New insights and the curriculum.** Washington, A.S.C.D., N.E.A., (1963). vii+328 p., fig., bibl. (Yearbook 1963). — Contribution which, in regard to curricula, particularly those of the United States, is owed by education to new discoveries and to progress in the sciences related to education. Specialists in these different fields describe the relationships involved and how the latter influence the concept of education. The topics treated are arranged in sections: (a) potentiality (definition and development); (b) knowledge (new concepts and possibilities); (c) self-management; (d) relationships (new modes and their meanings); (e) across cultures (gaining culture from value choice); (f) citizenship; (g) creativity (sources and circumstances). (IBE)

371.3 Teaching and Intellectual Education — 375.0 (45) General Questions relative to the Curriculum (Italy)

CIVES, Giacomo. **Didattica e cultura.** Bologna, Edizioni Giuseppe Malipiero, (cop. 1960). 145 p., bibl. notes, ind. — In discussing children's aesthetic education, today's teaching of mathematics, the limitations and possibilities of educational radio as well as the past and present in regard to textbooks the author presents his broadened concept of teaching. What he terms " vertical instruction " should furnish methods which in " absorbing " so-called scientific education, take account of the social and cultural situation in any country. (IBE)

371.3 Teaching and Intellectual Education

CONNELL, W.F. et al. **The foundations of education.** [See 370]

371.3 Teaching and Intellectual Education

SPENCER, Herbert. **Essays on education and kindred subjects.** [See 371.301]

371.30 (438) Teaching Principles (Poland)

BARTECKI, J. & CHABIOR, E. **O nową organizację procesu nauczania.** Warszawa, " Nasza Księgarnia ", 1962. 391 p., fig., tabl., bibl., ind., notes. — A " reorganization of the teaching process " gives an account of the search for new teaching methods more and more appropriate to the needs of society and of its individuals. The present study is specially concerned with a socialist society within which work, in its broadest sense, constitutes the basic element of the education process. Whether it be just the successive phases ranging from observation to the forming of concepts the connection between thought and its object is always involved although it may or may not be related to the collectivity. Citing Jean Piaget, Adolphe Ferrière and other authorities in the matter, the author shows the difference between these phases and in what way they depart from or approach the concepts now prevailing in Poland. Value of free work in small permanent or temporary groups; constructive role of the pupils' councils which discuss problems connected with the improvement of their work. (IBE)

371.30 Teaching Principles — 371.43 Systems distinguished by their Educational Procedure: Arbeitsschule — 37 B History of Education

BLÄTTNER, Fritz. **Die Methoden des Unterrichts in der Jugendschule.** 2. neu bearb. Aufl. Weinheim, Julius Beltz, (1963). 336 p., bibl., ind., app. — Revised and enlarged edition of a work originally published in 1957 under the title "Die Methoden der Jugendführung durch Unterricht". Intended for teachers, this study of methods begins with an analysis of the school reforms introduced at Munich (in regard to exercise of a trade), Leipzig (in regard to laboratory research) and Hamburg (in regard to artistic activity) and endeavours to integrate these new trends in order to provide the teacher with subject matter for lively and well meditated lessons. The present review of discoveries in the field of method is a contribution to the renewal of subject content — the basic problems, incidentally, being always the same — in order that the school may be adapted to education's current tasks and to the mentality of young people 10 to 16 years old (*Jugendschule*). (IBE)

371.30 Teaching Principles — 370.46 Educational Psychology

BOGOJAVLENSKIJ, D. N. & MENCINSKAJA, N. A. (Ed.). **Puti povyšenija kačestva usvoenija znanij v načal'nyh klassah.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 280 p., fig., tabl. — Methods which, designed for teaching primary grade pupils to think for themselves, are intended to awaken in them a desire for further knowledge. The documentary material analysed is based on psychological information and relates to the different subjects (mother tongue, arithmetic, natural history, explained reading, etc.). Discussion of the problems involved in the pupils' mental preparation for assimilating polytechnical knowledge. (IBE)

371.30 Teaching Principles

BROWN, James W. & THORNTON, James W., Jr. **College teaching.** [See 378 (73)]

371.30 Teaching Principles

MITENEV, V.S. **O tvorčeskom trude učitelja.** [See 371.14]

371.30 Teaching Principles — 37 B History of Education

NAGY, Sándor. **Az oktatási folyamatra vonatkosó nézetek történeti alakulása és mai helyzete.** Budapest, Akadémiai kiadó, 1962. 298 p., tabl. — Work entitled " Historical development and present situation of teaching theory " and consisting of a penetrating analysis of the ideas of Comenius, Rousseau, Pestalozzi, Herbart, Usinskij, Willman, Lay, Dewey and Kerschensteiner, followed by an account of this development from the socialist point of view and with due regard to the philosophical basis and structural elements of educational experiments. (IBE)

371.30 Teaching Principles — 371.31 General Types of Teaching — 371.43 Systems distinguished by their Educational Procedure

ODENBACH, Karl. **Studien zur Didaktik der Gegenwart.** Braunschweig, Georg Westermann Verlag, 1961. 294 p., bibl., notes, ind. (Grundthemen der Pädagogischen Praxis). — Discussion of the different teaching principles and of their practical application: (1) the school and school " life " (pupil participation); (2) individualised teaching (suited to the pupil's development level); (3) instruction by conversation (basis, justification, method); (4) individual work at home (suitable material); (5) group work (formation, teaching, difficulties, results); (6) Otto Haase's " Vorhaben " (intended rivalry, the project, the aim); (7) education and instruction by example and image (objective value, accuracy, representation); (8) teaching in general according to H. Sprenger (problems of concentration and effectiveness); (9) evaluation of results (marks and reports, problems of assessment). (IBE)

371.30 Teaching Principles — 371.24 (438) School Work and its Organization (Poland)

OKOŃ, Wincenty. **Zarys dydaktyki ogólnej.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1963. 268 p., fig., tabl., bibl., ind. (Instytut Pedagogiki). — Sequel to the "Essays on teaching" published in 1956 and 1960 by the same publisher. Definition of the terms most commonly used in works on education. Discussion of education's aim in Poland, at the different levels and according to the subject. Comparisons with the curricula in force in several foreign countries. A description of principles and methods and their choice as well as of the practical organization of the school work is followed by a consideration of the qualifications required for making a good teacher. (See IBE Bulletins Nos. 123, 128 & 138). (IBE)

371.30 Teaching Principles — 372.1 Primary Teaching Methods

PENTAGNA, Romanda Gonçalves; BASTOS, Alcy Villela & RODRIGUES, Léa da Silva. **Compêndio de pedagogia.** (De acôrdo com os programas: do concurso de ingresso no magistério e das escolas normais). 2a ed. Niterói (Brasil), Tip. J. Gonçalves, 1961. 227 p., fig., tabl., bibl. (Didática e Psicologia — Metodologia — Práticas Escolares). — Teaching guide for those seeking positions as teachers in the state of Rio de Janeiro and for teacher college students. (1) Psychology of learning and general theory of didactics (motivation, organization of lessons, evaluation of school work, class management, problems involved in discipline). (2) Primary teaching methods and the curriculum subjects. (3) Practical matters: problem pupils; individual differences and the school work; categories of school; school health, etc. (IBE)

371.30 Teaching Principles — 370.46 Educational Psychology — 373.15 Lower Secondary Education

PERQUIN, Nic. **Algemene didactiek.** Speciaal ten behoeve van het middelbaar onderwijs. Roermond-Maaseik, J.J. Romen & Zonen, Uitgevers, 1961. 182 p., bibl. notes, ind. — Intended for teachers of middle school classes (pupils 12 to 15 years old) and for all teachers who prepare pupils for secondary level courses, this book on educational psychology describes the aims and method of training the mind in middle school classes. Teaching defined; theory of learning; motivation; difficulties of learning; assistance to pupils; the teacher; the environment; problems of school organization; teaching methods; the middle school; problem of general culture in middle school; outline of the subjects in the curriculum at this level. (IBE)

371.30 Teaching Principles

PFEFFER, Fritz. **Die pädagogische Idee Otto Willmanns in der Entwicklung.** [See 370]

371.30 Teaching Principles — 371.14 Good Teaching Conditions

ROTH, Heinrich & BLUMENTHAL, Alfred (Hrsg.). **Didaktische Analyse.** Hannover, [etc.], Hermann Schrödel Verlag, (cop. 1962). 103 p., bibl. notes. (Auswahl, Grundlegende Aufsätze aus der Zeitschrift "Die Deutsche Schule", Reihe A, 1). — First in a series of booklets intended to make known some articles which, originally published in the review "Die Deutsche Schule", are now out of print. The present volume contains four studies: I. Analysis (in didactics) considered as the central element of preparation for teaching (W. Klafki). II. Indications regarding the preparation of beginning teachers (W. Kramp). III. The teaching principle of "the interval" (*Lücke*) for making the child's interest effective (E. Kley). IV. Work methods for object lessons and the possibilities offered by specialisation at primary level (I. Lichtenstein-Rother). These studies take account both of the school's new task in the social and vocational field and of theory which has an increasingly practical emphasis. (IBE)

371.30 Teaching Principles

ŠČUKINA, G.I. **Formirovanie poznavatel'nyh interesov učaščihsja v processe obučenija.** [See 370.46]

371.30 Teaching Principles

TITONE, Renzo. **Metodologia didattica.** [See 371.43]

371.30 Teaching Principles

VILLEVIEILLE, Joseph & VILLEVIEILLE, Jean. **Votre fils est intelligent, mais...** [See 371.2]

371.301 Particular Theories

BERZERO, Giorgio. **Come svolgo i miei temi di pedagogia.** [See 370]

371.301 Particular Theories

CALOGERO, Giuseppe. **Pedagogisti stranieri contemporanei.** [See 371.43]

371.301 PARTICULAR THEORIES — 371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE — 370.46 EDUCATIONAL PSYCHOLOGY

KILPATRICK, William Heard. **I fondamenti del metodo.** Conversazioni sui problemi dell'insegnamento. Traduzione di Antonio Guccione Monroy. Firenze, "La Nuova Italia" Editrice, (1962). 397 p., ind. (Educatori antichi e moderni, CXVII). — Italian translation of "Foundations of method, Informal talks on teaching" published in 1936 by Macmillan, New York. (IBE)

371.301 PARTICULAR THEORIES

MEYER, Ernst. **Praxis des Exemplarischen.** Didaktische Dokumentationen aus dem Unterricht in der Volksschuloberstufe. Stuttgart, Ernst Klett Verlag, (cop. 1962). 208 p., fig., tabl., bibl., notes. (Erziehungswissenschaftliche Bücherei — Reihe III: Unterrichtslehre). — Teaching by "the example" method advocated by the author is similar to the use of centres of interest and the project method. By giving many examples he shows how study should be connected with observation and with specific facts. Although depending upon the value of the teacher this method offers a maximum of effectiveness by involving the pupils' collaboration (individual reports, group work, making recordings, illustrating, actual observation). Its purpose is to develop capacities of judgment, adjustment and resistance in pupils and thus render them able to live in the environment of modern society. The final part of the book is devoted to the results obtained by this method with a class in its ninth year of compulsory schooling. (IBE)

371.301 PARTICULAR THEORIES: NATURAL EDUCATION

ROUSSEAU, Jean-Jacques. **Emil oder über die Erziehung.** V. Buch. In neuer deutscher Fassung besorgt von Josef Esterhues. Paderborn, Verlag Ferdinand Schöningh, 1961. 183 p., bibl., ind., chronol. tabl. (Schöninghs Sammlung Pädagogischer Schriften, Quellen zur Geschichte der Pädagogik). — Fifth book of the Emile in a new German edition: Emile's marriage with Sophie, who was brought up according to the same principles as the young man himself. (See IBE Bulletin No. 138). (IBE)

371.301 PARTICULAR THEORIES: SPENCER — 371.3 TEACHING AND INTELLECTUAL EDUCATION — 377.2 MORAL EDUCATION — 371.73 PHYSICAL EDUCATION

SPENCER, Herbert. **Essays on education and kindred subjects.** London, Dent & New York, Dutton, (1963). xxi+330 p. (Everyman's Library, 504). — In an age when education was based on book learning and on the teaching of mathematics and the classical languages Herbert Spencer (1820-1903) urged that first place be allotted to " science " education and that the child be given an opportunity of learning and experimenting for himself. In these of the great educator's essays dealing with intellectual, moral and physical education and kindred matters, he enunciated even a hundred years ago principles which today underlie any school reform. (IBE)

371.303 ROLE OF PLAY

AICK, Gerhard. **Die Befreiung des Kindes.** [See 371.735]

371.303 ROLE OF PLAY — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

CHATEAU, Jean. **Il fanciullo e il giuoco.** Traduzione di Giovanna Gervasio Carbonaro. Firenze, " La Nuova Italia " Editrice, (1961). xi+172 p., bibl. (Educatori antichi e moderni, CXXV). — Italian translation of the French work " L'enfant et le jeu " published by Scarabée, Paris, in 1950. (See IBE Bulletin No. 98). (IBE)

371.305 INTELLECTUAL EDUCATION — 153 INTELLIGENCE, REASON, UNDERSTANDING

DEWEY, John. **Come pensiamo.** Introduzione e traduzione di Antonia Guccione Monroy. Firenze, " La Nuova Italia " Editrice, (1961). xii+401 p., notes. (Educatori antichi e moderni, CLXV). — Italian translation of the English work " How we think " published in 1933 by Heath in Boston. (IBE)

371.306 EDUCATION OF ATTENTION

MIERKE, Karl. **Konzentrationsfähigkeit und Konzentrationsschwäche.** [See 370.46]

371.308 EDUCATION OF JUDGMENT

TORRANCE, E. Paul (Ed.). **Creativity.** [See 371.95]

371.31 GENERAL TYPES OF TEACHING

ODENBACH, Karl. **Studien zur Didaktik der Gegenwart.** [See 371.30]

371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION

CRAM, David. **Explaining " teaching machines " and programming.** [See 371.341]

371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION — 371.341 "TEACHING MACHINES"

DÉCOTE, Georges. **Vers l'enseignement programmé.** Paris, Gauthier-Villars, (1963). XIII+102 p., fig., pl., tabl., bibl. (Publications du Centre de pédagogie cybernétique. Section I — Information générale, No. 1). — First important work in the French language on the apparently new method consisting of programmed instruction. A review of relevant history (Socrates, Quintilian, Descartes, the Pressey tests and Skinner's experiments) is followed by a discussion of the scientific basis, the advantages and results of the method. Programmed instruction textbooks and teaching machines are also considered and attention is drawn to the importance attaching to the preparation of the programmes. Brief account of programmed instruction in France. Bibliography of American authors and list of teaching machine manufacturers. The book concludes that "programmed instruction is a constribution to the humanistic concept of education and will some day become the chosen tool of teachers". (IBE)

371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION

FOLTZ, Charles I. **The world of teaching machines.** [See 371.341]

371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION — 371.341 " TEACHING MACHINES "

FRY, Edward B. **Teaching machines and programmed instruction.** An introduction. New York & London, McGraw-Hill Book Co., (1963). xi+244 p., fig., tabl., bibl., ind., app. — Description, illustration and classification of the main kinds of teaching machines and programmed instruction material in use at the present. Theoretical and practical aspects involved, particularly in connection with the following matters: cost; knowledge required of teachers for employment of such media; place which programmed instruction occupies in the entire American educational system; lesson length; amount of repetition required for learning, etc. (IBE)

371.312 (73) INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION — 371.341 (73) "TEACHING MACHINES" — 37 E (73) REFERENCE BOOKS (UNITED STATES)

HANSON, Lincoln F.; CHRISTMAN, Carol & SEIDEL, Gertrude (Ed.). **Programs, '63.** A guide to programmed instructional materials available to educators by September 1963. (New York), The Center for Programed Instruction & (Washington), U.S. Office of Education, (1963). XVII+814 p., fig., tabl., bibl., ind., app. (OE-34015-63, Bulletin 1964, No. 3). — Guide to the material, including teaching machines, available in the United States for programmed instruction as from September, 1963. Introduction on the employment of such material. General classification of the programmes according to the different subjects: arithmetic; economics and administration; games; English (grammar and language); language arts; modern languages; various mathematics subjects; medicine; music; natural sciences (chemistry, physics, etc); social studies, etc. Each programme or programmed instruction textbook listed is illustrated with a facsimile of one of its pages. The appendix contains an index of authors and an index of producers. A few months after publication of this annual guide, and to accompany it, a brochure is issued on the employment of programmed instruction in American schools. (IBE)

371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION — 370.7 EDUCATIONAL EXPERIMENTATION

LUMSDAINE, A.A. (Ed.). **Student response in programmed instruction.** A symposium on experimental studies of cue and response factors in group and individual learning from instructional media. Washington, National Academy of Sciences — National Research Council, 1961. IX+555 p., fig., tabl., bibl. (27 p.), app. (Sponsored by Headquarters Air Research and Development Command United States Air Force — Publication 943). — Report on the symposium's work, which dealt with group and individual learning from the following media: teaching machines and other teaching aids; programmes broadcast by radio or televison; films, etc. The research was specially concerned with the process of concept formation and the eliciting of the implicit or overt responses of learners. This experimentation should help in making programmed instruction and audio-visual procedures more effective. (IBE)

371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION

LYSAUGHT, Jerome P. & WILLIAMS, Clarence M. **A guide to programmed instruction.** New York & London, John Wiley and Sons, (1963). xi+180 p., fig., tabl., bibl., ind. — Method for use in programmed instruction at schools and in industrial courses. With the aid of many diagrams taken from programmed instruction material itself the following matters are dealt with in detail: how to test the instructional value of the different items of the programme in each subject; how to select and arrange them; how to construct a programme and present it to the pupils so that they may be sure to acquire accurate and detailed knowledge; how to submit to pupils questions which will elicit direct responses in correct form. (IBE)

371.312 (73) INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION — 371.341 (73) " TEACHING MACHINES " (UNITED STATES)

MARGULIES, Stuart & EIGEN, Lewis D. **Applied programmed instruction.** New York & London, John Wiley and Sons, (1962). ix+387 p., fig., tabl., bibl., app. — Guide dealing not with the educational and psychological principles underlying programmed instruction and teaching machines but with the practical details involved in the use of this new type of instruction (cost, time necessary for preparation prior to employment of existing apparatus and material, etc.). Contributions due to different authors are arranged under the following sectional headings: (1) Introduction; (2) Internal industrial programmes; (3) Military programmes; (4) Computor-based teaching systems; (5) Market analysis and economic considerations; (6) Machines and devices; (7) Programmes and agencies. (IBE)

371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION

MARKLE, Susan Meyer; EIGEN, Lewis D. & KOMOSKI, P. Kenneth. **A programed primer on programing.** 2 vol. I. **Principles.** II. **Practical problems.** 2nd ed. New York, The Center for Programed Instruction, (1961). v+27 p. & III+40 p. — Programmed instruction requires from the student more than does the customary textbook because in the former case the text is incomplete and must be completed. Programmed instruction is based on research findings in the field of educational psychology and these must be constantly assessed, revised and improved. In the first volume of this textbook written in "programmed" form the following matters are explained: principles on which programmed instruction is based; techniques for ensuring correct responses; experimental teaching; branching; uses and devices. The second volume deals with practical problems and offers several suggestions for devising various types of test and for the introduction both of new terms in the student's vocabulary and of new subject matter, etc. (IBE)

371.314 GROUP WORK IN TEACHING

AGOSTI, Marco. **Il sistema dei reggenti.** [See 371.43]

371.314 GROUP WORK IN TEACHING

FREY, Gerhart. **El trabajo en grupos en la escuela primaria.** Traducción de Juan Jorge Thomas. Buenos Aires, Editorial Kapelusz, (1963). 94 p., fig. (Colección de Pedagogía Práctica). — Spanish translation of a work published in German under the title "Gruppenarbeit in der Volksschule" by Ernst Klett Verlag, Stuttgart, in 1959. (See IBE Bulletin No. 136). (IBE)

371.314 GROUP WORK IN TEACHING — 370.7 EDUCATIONAL EXPERIMENTATION

SIMON, Alfons. **Partnerschaft im Unterricht.** Kinder lernen miteinander und voneinander. 2. Aufl. München, R. Oldenbourg Verlag, (cop. 1959). 186 p., ind. — Results of experiments which during four years fourteen teachers conducted on group work in ordinary, advanced and improvement classes at primary level in urban and rural schools; the pupils included boys and girls and numbered 588 in all. Detailed study of some examples shows that group work stimulates interest and activity among pupils. Although it is not to be regarded as a panacea for all of today's teaching problems, experience has proved that it permits of serious and concentrated work and that it deserves to be employed on a wider and more general scale. (IBE)

371.329 (43+430.2+∞) TEXTBOOKS (GERMANY, FEDERAL REPUBLIC OF GERMANY & VARIOUS COUNTRIES)

HEINEL, Jürgen. **Die deutsche Sozialpolitik des 19. Jahrhunderts im Spiegel der Schulgeschichtsbücher.** [See 375.42 (43+430.2+∞)]

371.329 TEXTBOOKS

MÜLLER, Ernst. **Zur Problematik des Schullesebuches für Zehnjärige, mit besonderer Berücksichtigung seines Wortschatzes und seines Weltbildes.** [See 375.12]

371.329 (44) TEXTBOOKS (FRANCE)

RULON, H.-C. & FRIOT, Ph. **Un siècle de pédagogie dans les écoles primaires (1820-1940).** [See 372 (44)]

371.329 TEXTBOOKS

SOŚNICKI, Kasimierz. **Ogólne założenia podręczników szkolnych.** Warszawa, Państwowe zakłady wydawnictw szkolnych, (cop. 1962). 92 p. — Discussion of the principles which any good textbook should embody as well as of the way it should be employed: selection of the topics treated; permissible variations in the systematic presentation of the matter to be learnt; accuracy of the text; terminology and style; compactness and convenience of the presentation; latitude allowed to the pupil for individual work, etc. (IBE)

371.329 (45) TEXTBOOKS — 372.22 (45) PRIMARY SCHOOLS (ITALY)

SPEZZAFERRO, Virginia. **L'esame del libro di testo.** Firenze, " La Nuova Italia " Editrice, (1961). x+69 p. (Didattica viva, 10). — Guide for teachers who have the responsibility of choosing the textbooks to be used in the different subjects of the primary curriculum. For the textbook to constitute a wise adjunct to their teaching it is essential that such teachers have critical minds, thorough knowledge of the syllabuses as well as special individual preparation in regard to education and teaching. (IBE)

371.329 TEXTBOOKS

VUČENOV, Nikola. **Mesto i funkcija udžbenika u procesu školske nastave i učenja.** Belgrade, Zavod za izdavanje udžbenika Narodne Respublike Srbije, 1961. 30 p., bibl. (French summary). — " Outline and discussion of the principles underlying textbooks " showing the various ways in which the textbook on the one hand and the syllabus, teacher, pupil and the other teaching aids on the other are interdependent. Only by taking into account the intricate requirements to be satisfied by a good textbook can justification be found for its use and for the role which is attributed to it in any educational system. (IBE)

371.33 PUPILS' WORK

DANILOV, M.A. & ESIPOV, B.P. (Ed.). **Obučenie škol'nikov priemam samostojatel'noj raboty.** Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 176 p., fig., tabl., notes. (Institute of Educational Theory and History). — "How to instil in schoolchildren the methods of independent work" according to experience with the teaching of mathematics, Russian and history. Account of research conducted by the Moscow Institute of Educational Theory and History on the aspects and significance of schoolchildren's individual work. The old way, that of allowing the pupil to face his problem alone, was followed by another defective method, that in which the teacher corrects the pupil's mistakes and makes him repeat and memorise the right form. In order, however, that the pupil may be encouraged to think logically and be taught to work by himself, the teacher should create a situation in which the pupil is led to discover his mistakes and correct them himself. Such a situation conducive to reasoning can be produced either by the conversion of abstract ideas into concrete form or else, depending on the subject taught, by comparison of the pupil's plans and notions with the actual facts as furnished by the surrounding life or by the textbook. (IBE)

371.33 (47) PUPILS' WORK (USSR)

EL'KONIN, D.B. & DAVYDOV, V.V. (Ed.). **Voprosy psihologii učebnoj dejatel' nosti mladših škol'nikov.** [See 370.7 (47)]

371.33 PUPILS' WORK — 371.241 PSYCHOLOGY AND HYGIENE OF SCHOOL WORK

RAVKIN, Z.I. (Ed.). **Vospitanie v processe obučenija.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 244 p., tabl., bibl. notes. — Some instructions to help teachers in solving the educational problems which must be confronted. First of all how to ensure that schoolchildren's actions conform to their words and that study be regarded by them as a duty owed to the collectivity. Incentives of a social kind which, by reason of the mental outlook produced, are conducive both to the acquisition of knowledge and to the cultivation of the mind. (IBE)

371.33 PUPILS' WORK — 370.3 PHILOSOPHY OF EDUCATION

RIEDEL, Johannes. **Arbeiten und Lernen.** Braunschweig, Georg Westermann Verlag, 1962. 123 p., bibl. notes, ind. ("Arbeit und Bildung", eine Westermann-Buchreihe). — Theory (psychological, historical and educational considerations) relating to work: work as a way of life; man in the work process; the ranging of propensities considered as the central problem of work; learning to work; learning (*Lernen*) in general; usefulness of a specialist teacher in learning to work. Relationship between work, learning and culture. (IBE)

371.332 (47) SUPERVISED STUDY (USSR)

ANIKINA, T. P. & JASCENKO, M. M. **Iz opyta raboty moskovskih škol s prodlënnym dnëm.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 175 p., tabl., bibl. — Experiments conducted at Moscow's care schools, where the specifically educational work occupies a larger place than at the other establishments and where the role of minding the pupils as well as that played by the pupils' associations are more important. Actually the nature of the social activity varies considerably depending on the teachers, one school giving free rein to imagination and romantic thinking, another emphasising practical work and rational effort. As quality may suffer when work is prepared together, particularly in the case of good pupils, the educators responsible for pupils' supervised study must learn to organize the work and not be content with mere supervision. It is well recognised that many problems can be solved by the intensified re-education of educators themselves. (IBE)

371.336 INITIATION INTO METHODICAL WORK

ALLEN, Clifford. **Passing examinations.** [See 371.262]

371.336 INITIATION INTO METHODICAL WORK

MADDOX, Harry. **How to study.** London, Pan Books, (1963). 238 p., fig., tabl., bibl., ind. (Pan Piper Book). — Practical guide describing effective work methods for students. Information is given on the psychology of learning and the way to work is considered from the point of view of the work plan and time-table, motives, reading, taking notes, preparing for examinations, etc. The author deals also with physical and mental health as well as with the fundamentals of mathematics and the English language. (IBE)

371.336 INITIATION INTO METHODICAL WORK

WRIGHT, E. & WALLWORK, J.F. **On your own.** A guide to study method. (London), Longmans, (1962). XIV+128 p., bibl. notes, ind. — Method applicable for the study of all subjects (English, literature, science, etc.). The student is shown how to make use of dictionaries and reference books, how to select and arrange demonstration material, how to analyse, take notes, write a précis or article, etc. (IBE)

371.34 TEACHING MATERIAL

BRAZIL. MINISTÉRIO DA EDUCACÃO E CULTURA. Diretoria do Ensino Secundário. Seção de Prédios e Aparelhamento Escolar. **A sola de geografia e o seu material didático.** [See 375.41]

371.34 TEACHING MATERIAL

DAVIS, Dorothy. **Some thoughts on mathematical apparatus in the infants' school.** [See 372.6]

371.34 TEACHING MATERIAL

MILLER, David F. & BLAYDES, Glenn W. **Methods and materials for teaching the biological sciences.** [See 375.25]

371.34 (47) TEACHING MATERIAL (USSR)

ŠAHMAEV, N.M. (Ed.). **Ispol'zovanie tehničeskih sredstv v učebnom processe.** [See 371.36 (47)]

371.34 TEACHING MATERIAL — 371.36 AUDIO-VISUAL TECHNIQUES

THOMAS, R. Murray & SWARTOUT, Sherwin G. **Integrated teaching materials.** How to choose, create and use them. Rev. and enl. impression. New York, David McKay Co., 1963. XIII+559 p., fig., bibl., ind., app. — Revised and enlarged edition of a work on teaching material and audio-visual teaching aids (see IBE Bulletin No. 145). Included is a new chapter dealing with programmed instruction. (IBE)

371.34 TEACHING MATERIAL

UNESCO. **Simple reading material for adults: its preparation and use.** [See 372.4]

371.341 "TEACHING MACHINES"

CIRIGLIANO, Gustavo F.J. **Temas nuevos en educación.** [See 370.3 (73+82)]

371.341 "TEACHING MACHINES" — 371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION

CRAM, David. **Explaining "teaching machines" and programming.** San Francisco, Fearon Publishers, (1961). VII+86 p., fig., bibl. — Definition of "teaching machines" followed by an explanation of the nature and employment of the two most common styles of programming: (1) linear programming, having a single sequence: (a) constructed response (Skinner), (b) multiple-choice response (Pressey); (2) branching programming, having several sequences (Crowder). Comparison of the linear and branching styles from the standpoint of their advantages and disadvantages. Description of other existing styles of programming. Conclusions. (IBE)

371.341 "TEACHING MACHINES"

DÉCOTE, George. **Vers l'enseignement programmé.** [See 371.312]

371.341 (73) " TEACHING MACHINES " — 37 E (73) REFERENCE BOOKS (UNITED STATES)

FINN, James D. & PERRIN, Donald G. (Ed.). **Teaching machines and programmed learning.** A survey of the industry, 1962. (Washington), U.S. Office of Education, (1962). x+85 p., fig., tabl., bibl., app. (OE — 34019). — Teaching machines and programmed instruction in the United States. List of the programmed material which American industry has produced, including current programmed textbooks and some forecasts as to their adoption. In view of the interest created by such material in military, industrial and educational circles the present particulars are specially intended for certain American research centres and for private organizations which are interested in programmed instruction. (IBE)

371.341 "TEACHING MACHINES" — 371.312 INDIVIDUAL TEACHING: PROGRAMMED INSTRUCTION

FOLTZ, Charles I. **The world of teaching machines.** Programed learning and self-instructional devices. Washington, D.C., Teaching Research and Technology Division, Electronic Teaching Laboratories, (1961). 116 p., fig., tabl., app. — Information about "teaching machines". Collected from various institutions, organizations and publications concerned with this field the data is presented as an illustrated report intended for readers who are or are not members of the teaching profession. (1) Short history; (2) advantages of programmed instruction; (3) programming and the development of techniques; (4) self-instructional devices; (5) problems and recommendations; (6) future prospects. In the appendix: glossary of the terms used in the report; sources of programmes; current variations in their design and construction; sources of self-instructional devices; current research projects. (IBE)

371.341 "TEACHING MACHINES"

FRY, Edward B. **Teaching machines and programmed instruction.** [See 371.312]

371.341 (73) "TEACHING MACHINES" (UNITED STATES)

HANSON, Lincoln F.; CHRISTMAN, Carol & SEIDEL, Gertrude (Ed.). **Programs, '63.** [See 371.312 (73)]

371.341 (73) "TEACHING MACHINES" (UNITED STATES)

MARGULIES, Stuart & EIGEN, Lewis D. **Applied programmed instruction.** [See 371.312 (73)]

371.36 (73) AUDIO-VISUAL TECHNIQUES — 378 (73 + 94) HIGHER EDUCATION (UNITED STATES & AUSTRALIA)

BLOOMFIELD, John. **Screens and gowns.** Some aspects of university education overseas. Melbourne, [etc.], F. W. Cheshire, (1963). xii+124 p. — Concerned about the increasing number of students and the difficulty of recruiting the teaching staff the Minister of Education in Victoria (Australia) is seeking a solution of the problem by investigating the potential value of audio-visual media. During a recent visit to England and the United States he was able to meet specialists on these teaching aids (films, television, language laboratories, etc.) and found that in the United States such techniques are of general acceptance in university education. (IBE)

371.36 AUDIO-VISUAL TECHNIQUES — 375.13 MODERN LANGUAGES

BOHLEN, Adolf. **Bild und Ton im neusprachlichen Unterricht.** Dortmund, Verlag Lambert Lensing, (cop. 1962). 134 p., fig., bibl., ind. (Der neusprachliche Unterricht in Wissenschaft und Praxis, Band 7). — Discussion concerning the employment of audio-visual techniques (pictures, posters, slides, educational films, educational broadcasting, tape recorders, language laboratories) in the teaching and learning of modern languages. This technical contribution has led to new methods the use of which has spread rapidly in Germany and abroad. The successive application of these various media is examined with a view to the creation of a "situation for conversation". At the end of the book are listed the adresses of producers. (IBE)

371.36 (∞) AUDIO-VISUAL TECHNIQUES — 37 P (∞) RESEARCH AND INQUIRIES (VARIOUS COUNTRIES)

DUKE, Benjamin C. (Ed.). **Survey of educational media research in the Far East.** Instructional uses and research direction. (Washington), U.S. Office of Education, for the Audio-Visual Center, International Christian University, Tokyo, Japan, (1963). VII+181 p., fig., app. (New Media for Instruction, 3-OE-34025, Bulletin 1963, No. 40). — I. Reports on the dissemination and employment of audio-visual techniques and other teaching aids in the Far East (Australia, Federation of Malaya, India, Indonesia, Japan, New Zealand, Philippines, Republic of China, Republic of Korea, Thailand). II. Report on the Tokyo Conference (1962) and the international agreements both for extending the use of audio-visual techniques to Asia and for their consequent adaptation. III. Research abstracts of the commission of inquiry on educational research in the following fields: radio; television; films; slides; tape recording; "kamishibai" (paper puppet shows); still pictures; language laboratories; teaching machines; programmed instruction, etc. (IBE)

371.36 AUDIO-VISUAL TECHNIQUES

GATTEGNO, C. **Teaching foreign languages in schools.** [See 375.13]

371.36 AUDIO-VISUAL TECHNIQUES

MICHAELIS, John U. & DUMAS, Enoch. **The student teacher in the elementary school.** [See 371.14]

371.36 (73) AUDIO-VISUAL TECHNIQUES (UNITED STATES)

MISSISSIPPI. UNIVERSITY. The Educational Film Production Department. **Audio-visual aids for student council education.** [See 371.59 (73)]

371.36 (47) AUDIO-VISUAL TECHNIQUES — 371.34 (47) TEACHING MATERIAL (USSR)

ŠAHMAEV, N.M. (Ed.). **Ispol'zovanie tehničeskih sredstv v učebnom processe.** (Materialy pedagogičeskih issledovanij). Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 247 p., fig., tabl., bibl. notes. (Bulletin of the Academy of Educational Sciences of the RSFSR, No. 128 - 1963). — Collected matter dealing with the audio-visual media now available (films, television, tape recorders, various apparatus and laboratories). Theoretical considerations and disputed questions; applicability depending on the particular subject (history, physics, elocution, modern languages, etc.). Curricula having become overloaded owing to the introduction of many new subjects it is no longer possible to rely solely on traditional teaching methods. The success attending the use of technical media has so far been due to the effective work of teachers in the van of progress; the absence, however, of relevant theory involves mistakes and the waste of time and effort. Throughout the book it is emphasised that the teacher's importance is not consequently diminished by the use of such media and that there is no substitute for his intellectual and moral influence. (IBE)

371.36 AUDIO-VISUAL TECHNIQUES

THOMAS, R. Murray & SWARTOUT, Sherwin G. **Integrated teaching materials.** [See 371.34]

371.36 AUDIO-VISUAL TECHNIQUES — 371.368 (42+47+52) EDUCATIONAL TELEVISION (UNITED KINGDOM, USSR & JAPAN)

UNESCO. **Developments in audio-visual education. Some recent articles.** (Paris), Unesco, (1963). 57 p., tabl., bibl. (Educational studies and documents, No. 50). — Series of articles showing certain changes in thinking and practice in regard to audio-visual aids and to their employment in education. Consideration of various technical, psychological and educational problems involved in the use of the film, television, the language laboratory and teaching machines in education. Three of the articles describe educational television in the United Kingdom, the Soviet Union and Japan. (IBE)

371.364 EDUCATIONAL FILMS — 375.2 NATURAL SCIENCE

ARNOL'D, N.V. **Učebnyj fil'm na urokah prirodovedenija.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 64 p., tabl., bibl., notes. (Institute of General and Polytechnical Education, The Teachers' Library). — Description of the educational films used in the teaching of natural science at primary schools. Introductory talks, preliminary tasks, film commentaries, work subsequent to the screening. (IBE)

371.364 EDUCATIONAL FILMS

POPHAM, W. James & SADNAVITCH, Joseph M. **The effectiveness of filmed science courses in public secondary schools.** [See 375.2]

371.364 EDUCATIONAL FILMS — 372.1 PRIMARY TEACHING METHODS

UNESCO. **The teaching film in primary education.** (Paris), Unesco, (cop. 1963). 51 p. (Reports and papers on mass communication, No. 39). — In view of the now undisputed role belonging to the teaching film, various educationists, film-makers and practitioners present their estimations. The following educational and technical aspects are considered; the child's reaction to the film; the place of the film in the teaching of various subjects; certain problems involved in the production, use and appraisal. (IBE)

371.368 (47+ ∞) Educational Television (USSR & Various Countries)

GEL'MONT, A.M. & POLTORAK, D.I. **Televidenie v škol'nom obrazovanii.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 135 p., fig., tabl., bibl., notes. (Institute of General and Polytechnical Education). — Report on research so far conducted in regard to educational television in the USSR and abroad. Technical progress is making it possible for an increasing number of television sets to be used in schools (8 million sets in 1962, with 120 central and 250 relay stations, in the USSR). The current seven-year period will see the installation of 100 additional central stations and several hundred additional relay stations with a corresponding increase in the number of receiving sets. A considerably extended role of television in education is thus expected. (IBE)

371.368 Educational Television

HEYMANN, Karl (Hrsg.). **Fernsehen der Kinder.** [See 621.388]

371.368 (71) Educational Television (Canada)

LAMBERT, Richard S. **School broadcasting in Canada.** [See 371.372 (71)]

371.368 Educational Television — 37 P (73) Research and Inquiries (United States)

MYERS, Lawrence. **An experimental study of influence of the experienced teacher on television.** New York, Television and Radio Dept., Syracuse University, 1961. 66 p., fig., tabl. — Brochure giving the results of different statistical investigations on the appreciation of television as an educational aid in the United States. (IBE)

371.368 (436+ ∞) Educational Television (Austria & Various Countries)

PÖPPL, Josef. **Fernsehen und Volksbildung.** [See 621.388 (436+ ∞)]

371.368 (∞) Educational Television (Various Countries) — 37 N (∞) International Conferences

SÉMINAIRE POUR RÉALISATEURS DE TV SCOLAIRE. 1er, Bâle, 7-14 février 1962. **Compte rendu.** Berne, Société suisse de radiodiffusion et télévision, s.d. 51 p., fig. — In connection with the activity of the European Radio-broadcasting Union a meeting of experts was held in 1962 in Bâle (Switzerland) to study the value and technical requirements of educational television. The discussions were concerned mainly with detailed aspects of the production and provision of films (filming, audience psychology, collaboration between producers and teachers, etc.). The value of this audio-visual aid was demonstrated to a considerable extent by broadcasts presented in different subjects and by a televised programme. (IBE)

371.368 (42+47+52) Educational Television (United Kingdom, USSR & Japan)

UNESCO. **Developments in audio-visual education. Some recent articles.** [See 371.36]

371.371 Gramophone Records, Tape-recorder

GORDON, Neil. **The revolution in education.** Sleep learning and its application. Huddersfield (Yorkshire), Huddersfield Examiner Letterpress Dept., 1962. 61 p., fig., pl. — During the last few years the method consisting of memorising while sleeping has been the subject of lively discussion as well as of a certain scepticism. Analysis of the material employed (special tape-recorders, etc.), the improvements and the prospects as regards more widespread use of the method of sleep learning. (IBE)

371.372 (71) Educational Broadcasting — 371.368 (71) Educational Television (Canada)

LAMBERT, Richard S. **School broadcasting in Canada.** (Toronto), University of Toronto Press, (1963). XII+223 p., tabl., bibl., ind. — Beginnings, development and results of school broadcasting in Canada. Task accomplished by the National Advisory Council in this connection. School broadcasting provides educators with an instrument which makes the teaching of music, language, literature and social studies more effective. The success of this new medium is due to harmonius cooperation between the radio technicians and the educators, which latter play an essential role. The final section of the book deals with the first experiments in the introduction of television to schools. (IBE)

### 371.373 Language Laboratories

HAYES, Alfred S. **Language laboratory facilities.** Technical guide for the selection, purchase, use, and maintenance. (Washington), U.S. Office of Education, (1963). VII+119 p., fig., app. (New Media for Instruction, 4). — Guide to help with the organization and operation of a language laboratory. Description of a typical laboratory and of the various procedures involved in its use. Its requirements, advantages and limitations. In the light of present concepts of language teaching, the language laboratory, which employs an audio-phonic installation, finds its justification in the opportunity it provides for intensive and individualised practice. (IBE)

### 371.381 Handwork

BHATIA, Hans Raj. **Craft in education.** [See 371.08 (54)]

### 371.382 Educational Games — 372.7 Education of the Sensory and Motor Nerves

MEDEIROS, Ethel Bauzer & MACHADO, Edvete R. da Cruz. **108 jogos para jardim de infância.** Rio de Janeiro, Livraria AGIR Editôra, 1960. 118 p., bibl. — Guide for kindergarten teachers. Some brief references to different aspects of kindergarten life and to the characteristics of the very young is followed by a description of 108 games arranged as being (a) energetic, (b) reasonably energetic, (c) quiet. (IBE)

### 371.383 Entertainments given by Pupils — 377.4 Aesthetic Education

LJUBINSKIJ, I.L. **Teatr i deti.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 168 p., bibl., notes. — Accepting the principle that drama constitute one of the most potent factors in aesthetic and moral education, the author describes the different stages in the organization of dramatic work at schools. (IBE)

### 371.384 Celebrations

LANGENBUCHER, Helmut (Hrsg.). **Ins Herz hinein.** Ein Hand- und Lesebuch für Feier und Besinnung in Schule und Haus. Band I: **Tage und Wochen.** Band II: **Monate und Jahreszeiten.** [See 377]

### 371.385 School Newspaper. School Printing Press

GARIÉPY, Gilles. **Etudiant et journaliste.** [See 378.8]

### 371.388 Productive Work at School

CARSON, S. McB. & COLTON, R.W. **The teaching of rural studies.** [See 375.95]

### 371.391 School Library — 371.862 Children's Literature — 372.1 Primary Teaching Methods

CUTFORTH, J.A. & BATTERSBY, S.H. **Children and books.** Oxford, Basil Blackwell, (1962). v+137 p., fig., pl., tabl., bibl., app. — In dealing more with the way to employ books at school than with the setting up of school libraries this publication contains an account of experiments (handwork, group activities, play production, etc.) in different ways of beginning with books at nursery and primary schools. Results obtained from classroom discussion of literary works, etc. List of reference books. (IBE)

### 371.391 School Library

SCHOOL LIBRARY ASSOCIATION, London. The Primary Schools Sub-Committee. (Comp.). **Using books in the primary school.** London, School Library Association, 1962. x+124 p., fig., pl. — The value of books and consequently of school libraries is illustrated by many examples of experiences acquired in British primary schools. The book's contribution to the teacher's instruction (particularly in one-teacher schools): group practical research combined with knowledge gained through reading; individual and group interest aroused or deepened; knowledge of literature increased; extension of syllabuses. If educated in the world of books, children will not only employ them as work tools but will also regard them as companions in life and as an inexhaustible source of enjoyment and comfort. (IBE)

371.391 (73) SCHOOL LIBRARY (UNITED STATES)

TRINKNER, Charles L. (Ed.). **Better libraries make better schools.** Hamden, Connecticut, The Shoe String Press, 1962. xxiii+335 p., bibl. notes, ind., app. (Contributions to Library Literature No. 4 ).— Collection of 70 articles and studies on school libraries. Problems involved in the librarian's task; practical suggestions concerning the organization, operation and use of school libraries in general (at primary, secondary and higher level). (1) The ideal school library; (2) improving the library's administration; (3) the library and the reading section. (IBE)

371.42 (44) SCHOOL REFORM (FRANCE)

**Après la réforme de l'enseignement... comment choisir votre métier.** [See 377.94 (44)]

371.42 (436) SCHOOL REFORM (AUSTRIA)

DIWISCH, Franz. **Neue Welt - Neue Schulen - Neue Menschen.** Wien, Verlag für Jungend und Volk, (cop. 1962). 159 p., fig., bibl. notes, ind. — Reform proposals for school legislation and organization more in keeping with the spirit of the times and with the outlook for the future. New men with new programmes are required for adapting general education to the technical trend, universalism and economic rivalry. Among the constructive suggestions presented in the book: emphasis on middle school education; elimination of school " dead-ends "; introduction of a ninth (pre-vocational) year and even of a tenth (guidance) year in the school course. (IBE)

371.42 (71) SCHOOL REFORM — 37 A (71) EDUCATIONAL SYSTEMS — 379 (71) SCHOOL ADMINISTRATION — 373.11 (71) SECONDARY CLASSICAL EDUCATION (CANADA)

FÉDÉRATION DES COLLÈGES CLASSIQUES, Montréal. **Notre réforme scolaire. I. Les cadres généraux. II. L'enseignement classique.** 2 vol. Montréal, Centre de Psychologie et de Pédagogie, 1962 & 1963. 206 & 254 p., tabl., app. — Report addressed to the Royal Commission on Education: I. Analysis of current trends, basic educational principles, the educational system in Canada, particularly in the Province of Quebec, the structure of the senior authority and of the provincial institutions providing education; the proposed reforms relate to the complete revision of the law on public education in the Province of Quebec, the reorganization of the Board of Education and its committees as well as of the Department of Education. II. Concept and place of the classical course within the system of secondary education in the Province of Quebec and consideration of the problems to be solved by the desired reform: development of the classical college (on the one hand, increasing the student enrolment and subsequent " democratisation " of the course, on the other, analysis of the factors involved in school success); teaching staff and the improvement of educational services; aims and activity of the *Fédération des Collèges classiques*. (IBE)

371.42 (45) SCHOOL REFORM (ITALY)

GENTILE, Marino. **La riforma silenziosa della scuola.** [See 373.15 (45)]

371.42 (430.2) SCHOOL REFORM (FEDERAL REPUBLIC OF GERMANY)

GLASER, Hermann. **Gedanken zur Reform der Höheren Schule. Aufsätze zu Grundsätzlichem und Konkretem.** [See 373.16 (430.2)]

371.42 (47) SCHOOL REFORM (USSR)

GONČAROV, N. K. **La instrucción pública en la Unión Soviética.** [See 37 A (47)]

371.42 (44) SCHOOL REFORM — 37 A (44) EDUCATIONAL SYSTEMS (FRANCE)

GRANDPIERRE, André. **Une éducation pour notre temps.** Paris, Editions Berger-Levrault, 1963. 278 p., tabl., app. — General picture of the problems encountered by education in France, among them the extension of compulsory schooling to the age of 16 years, the school reform, etc. After a discussion of the effects produced by scientific, technical and human development, as well as by the conditions of social life to be satisfied on completion of schooling, chapters deal with the following matters: opportunity for education at the different levels; organization of the Ministry of National Education; articulation; syllabuses for general and vocational education at primary and secondary levels; developments and achievements in connection with the reform, for example in higher education and in research; post-school training (trend towards continuous education available to all); teaching methods; recruitment of teachers. The appendix contains official texts and statistical data. (IBE)

371.42 (43+430.2) SCHOOL REFORM (GERMANY & FEDERAL REPUBLIC OF GERMANY)

HELLING, Fritz. **Neue Allgemeinbildung.** [See 373.2 (43+430.2)]

371.42 (430.2) SCHOOL REFORM (FEDERAL REPUBLIC OF GERMANY)

HÖHNE, Ernst (Hrsg.). **Vertiefung und Konzentration.** [See 373.16 (430.2)]

371.42 (52) SCHOOL REFORM (JAPAN)

JAPAN. JAPANESE NATIONAL COMMISSION FOR UNESCO. **Development of modern system of education in Japan.** [See 37 B (52)]

371.42 (∞) SCHOOL REFORM (VARIOUS COUNTRIES)

KING, Edmund J. **Other schools and ours.** [See 37 A (∞)]

371.42 (497.1) SCHOOL REFORM (YUGOSLAVIA)

KRNETA, Ljubomir (Ed.). **The elementary school in Yugoslavia.** [See 375.05:372.22 (497.1)]

371.42 (44) SCHOOL REFORM — 379.6 (44) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW — 373 (44) SECONDARY EDUCATION (FRANCE)

NATANSON, Jacques & PROST, Antoine. **La révolution scolaire.** Paris, Les Editions ouvrières, (cop. 1963). 163 p., fig., tabl. — Findings of an investigation carried out over several years by the education committee of the French general union of national school teachers. Attempts at educational reform should be discussed in order to ensure that the reform come from within, that it be integral and involve an over-all plan. On the basis of statistics the authors examine a first aspect of the problem, namely the " explosion" of the school population resulting from general population growth, and consider its consequences as regards the amount of investments and the need for teachers. In order that these consequences may be reconciled with the democratisation of education it is necessary for a reform which, based on a new concept of national education and of primary school syllabuses and methods, affects educational guidance, the organization of secondary education and the qualifications and training of teachers. Finally, syllabuses must be adapted to the modern world because scientific education requires the training of a mathematical way of thinking and that education of the masses accord with humanism and secularism. (IBE)

371.42 (485) SCHOOL REFORM (SWEDEN)

ORRING, Jonas. **Comprehensive school and continuation schools in Sweden.** [See 379.66 (485)]

371.42 (430.2) SCHOOL REFORM (FEDERAL REPUBLIC OF GERMANY) — 371.452 CATHOLIC EDUCATION

PÖGGELER, Franz (Hrsg.). **Das Wagnis der Schule.** Ideen und Grundsätze der modernen katholischen Schulbewegung. Freiburg i.B., [etc.], Herder, (1963). 144 p., bibl. notes. (Das pädagogische Gespräch, Aktuelle Veröffentlichungen des Willmann-Instituts, München-Wien). — Aware of the fact that Christians have contributed but little to the school reform which has taken place since the turn of the century, a few educators study the need for renewal in education and how assistance can be furnished in a Christian spirit by Catholic teachers. Matters considered: (1) the school reform necessitated by the advent of a new era affecting the whole world — ideas concerning the direction taken by educational changes (F. Pöggeler); (2) the reasons for the nature of present educational development; Catholic educational principles (K. Erlinghagen); (3) the theory of a Catholic Christian school (A. Heuser); (4) the part taken by Catholics in school reform during the last few centuries (J. Esterhues); (5) Catholic education and school reform during the 20th century — historical survey (F. Pöggeler). (IBE)

371.42 (494) School Reform — 379.45 (494) Problems of Articulation and Coordination — 370.48 (494) Comparative Education Research — 37 N (494) Conferences (Switzerland)

SOCIÉTÉ PÉDAGOGIQUE ROMANDE (Switzerland). **Vers une école romande.** 30e congrès, Bienne, 1962. (Bienne, Imprimerie Umiker, s.d.). 196 p., fig., notes, app. — Report on the 30th congress of the "Société Pédagogique Romande" (the educational society in French speaking Switzerland). The contents include a study (by an international commission) on the problem of coordination between the different school systems in French speaking Switzerland. Endeavour to define the future ideal status of the school so as not to impair the autonomy of the French speaking cantons. Description of the present situation; examination of solutions found abroad and of the school reforms carried out in French speaking Switzerland. Proposed educational system for the latter (curricular, instructional media, teacher training). Practical conclusions to prevent the report from remaining among "the archives documents". (IBE)

371.42 (438) School Reform (Poland)

SZANIAWSKI, Ignacy. **Humanizacja pracy a funkcja społeczna szkoły.** [See 371.44 (438)]

371.42 (∞) School Reform (Various Countries)

THOMAS, Jean & MAJAULT, Joseph. **Primary and secondary education.** [See 372 (∞)]

371.42 (44) School Reform (France)

TOURNIS, G. & CLARYS, R. **Entrer en 6e, y réussir...** [See 377.922 (44)]

371.42 (∞) School Reform (Various Countries)

WILDS, Elmer H. & LOTTICH, Kenneth V. **The foundations of modern education.** [See 37 B]

371.42 (430.2) School Reform (Federal Republic of Germany)

ZEIDLER, Kurt. **Plädoyer für die Schule.** [See 37 A (430.2)]

371.43 Systems distinguished by their Educational Procedure: Activity School — 371.314 Teaching in Groups — 371.59 Self-government

AGOSTI, Marco. **Il sistema dei reggenti.** Verso la scuola integrale. (Brescia), " La Scuola " Editrice, (1961). 239 p., fig., pl., tabl., bibl. (Scuola integrale e metodo naturale, Monografie descrittive di esperienze). — System characterised not only by the " self-government " introduced at primary level but also, and especially, by the amount of attention which the teacher pays to the pupil as regards both discipline and the teaching. The system involves also the use of activity methods such as these are understood by Italian educators. How the different subjects should be taught so that the pupil may have not only all possible freedom but also the opportunity of experimenting. (IBE)

371.43 Systems distinguished by their Educational Procedure

BERZERO, Giorgio. **Come svolgo i miei temi di pedagogia.** [See 370]

371.43 Systems distinguished by their Educational Procedure: Arbeitsschule

BLÄTTNER, Fritz. **Die Methoden des Unterrichts in der Jugendschule.** [See 371.30]

371.43 Systems distinguished by their Educational Procedure — 371.301 Particular Theories — 37 C Life and Work of Educationists

CALOGERO, Giuseppe. **Pedagogisti stranieri contemporanei.** (Firenze & Agrigento), G. de Bono editore, (1960). 146 p., bibl. (Collana di filosofia e pedagogia, 2). — Review of all the forms assumed by the educational movement which, with the advance made by child psychology, developed under the names of new education, the work school, the activity school, etc. Theorists and practitioners have their place in this panorama, which concludes with an objective summing up of the movement, itself still at the origin of many school reforms. (IBE)

371.43 (45) SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: ACTIVITY SCHOOL — 371.59 (45) SELF-GOVERNMENT — 370.7 (45) EDUCATIONAL EXPERIMENTATION (ITALY)

CODIGNOLA, Ernesto & CODIGNOLA, Anna Maria. **La scuola-città Pestalozzi.** Firenze, "La Nuova Italia" Editrice, (1962). XII+299 p., fig., pl., bibl. (15 p.), notes. (Educatori antichi e moderni, CLXXX). — Just after the second world war a primary school in a poor district of Florence was converted into an experimental school where the principles of the activity school and of self-government could be applied. The founders relate the life of the school, which became a "free city" governed by laws that everybody, teachers and pupils, accepted. The purpose of the experiment was to give the child a sense of responsibility and provide him with many opportunities for development of his artistic and expressive as well as intellectual abilities. (IBE)

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: JENA PLAN — 37 C LIFE AND WORK OF EDUCATIONISTS

DÖPP-VORWALD, Heinrich. **Die Erziehungslehre Peter Petersens.** Ratingen, A. Henn Verlag, (cop. 1962). 109 p. — Three studies published to mark the tenth anniversary of the death of Peter Petersen, professor of educational sciences at Jena University. I. Peter Petersen's theory of education; account of the philosophical and anthropological bases of an educational science which, deriving its value from an understanding of its object, is alone capable of leading to justifiable teaching. II. The concept of the "teaching situation" in Peter Petersen's educational doctrine; application of the principles of practical education; aims to be achieved; resources available. III. The assumptions of an internal educational reform and the Jena Plan (conditions of effective education taking into account the contemporary development of activity methods and global teaching). In connection with the "surface" educational reforms which have been successively introduced without appreciable result in Germany since 1945, emphasis is laid on the importance of a reform such as the "Jena Plan" and of the revival of Peter Petersen's influence after a period of oblivion and ingratitude. (IBE)

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: "PROGRESSIVE" EDUCATION

DWORKIN, Martin S. (Ed.). **Dewey on Education.** [See 370.3]

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION

FREINET, Célestin. **I detti di Matteo.** Una moderna pedagogia del buon senso. Traduzione di Giuseppe Tamagnini. Firenze, "La Nuova Italia" Editrice, (1962). XXII+116 p. (Educatori antichi e moderni, CLXX). — Italian translation of the French work "Les dits de Mathieu, une pédagogie de bon sens" published by Delachaux & Niestlé in 1959. (See IBE Bulletin No. 133). (IBE)

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION

FREINET, C. **La escuela popular moderna.** Guía práctica para la organización material, técnica y pedagógica de la escuela popular. La Habana, Ministerio de Educación, 1961. 183 p., tabl. — Spanish translation of the French work "L'école moderne française", a practical guide on the material, technical and educational organization of popular education. (IBE)

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION

FREINET, Elise. **L'enfant artiste.** [See 375.72]

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION

GEISSLER, Erich E. **Der Gedanke der Jugend bei Gustav Wyneken.** [See 37 C]

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: ACTIVITY SCHOOL

GRASSI, Giacinto. **Adolphe Ferrière.** [See 37 C]

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION

HAHN, Kurt. **Erziehung zur Verantwortung.** [See 377.21]

371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE

KILPATRICK, William Heard. **I fondamenti del metodo.** [See 371.301]

371.43 Systems distinguished by their Educational Procedure: Arbeitsschule

LAENG, Mauro. **Georg Kerschensteiner.** [See 37 C]

371.43 Systems distinguished by their Educational Procedure: Activity School

LETOUZEY, Yvonne. **Ma classe en liberté.** Paris, Editions du Scarabée, 1963. 206 p. (Centre d'entraînement aux méthodes d'éducation active). — Account of an experiment in the use of activity methods during two years, at a "new education" school of an international and bilingual nature in Paris, at the end of the second world war. Excerpts from the daily notes which a young teacher took on her lessons to a cosmopolitan group of 7 to 10-years-old children. The freedom enjoyed by the pupils, in encouraging discipline and perseverance, makes it possible for each to develop harmoniously and receive the maximum of life's abundance and pleasure. The introduction of history and geography lessons shows, for instance, the effort made to open the pupils' eyes upon the universe, to encourage and satisfy their curiosity, to develop their sensitiveness and emotions in front of the mystery and beauty of works of art. The wealth and variety of means and methods employed in order to give the young children a knowledge and love of nature, to acquaint them with culture, as well as to glance with them at philosophical and ethical problems, constitute a valuable aid for all who are concerned with education. (IBE)

371.43 Systems distinguished by their Educational Procedure: New Education

LOURENÇO FILHO, M.B. **Introdução ao estudo da escola nova.** 7a ed. (São Paulo), Edições Melhoramentos, s.d. 266 p., fig., bibl. notes, ind. (Obras completas de Lourenço Filho, Volume II). — Fresh edition of a work first published in 1929. Origin and development of the "new education" movement both in its historical context and from the standpoint of changes in new conceptions concerning human ability in general and the development of the child and adolescent in particular. Analysis of the respective contributions made by biology, sociology, psychology and educational psychology in furnishing a basis for the devising of new teaching procedures; application of the latter in particular educational systems. Description and discussion of these systems. The introduction of a new system of pedagogy does not depend simply on the desire of educators for change but is linked with philosophical concepts as well as with political action and is aimed at solving different problems involved in the school programme, the educational process and the adjustment of the school to the requirements of social life. (IBE)

371.43 Systems distinguished by their Educational Procedure

MINETTI, Eugenio. **Il problema pedagogico nella dignità della persona.** [See 370.3]

371.43 Systems distinguished by their Educational Procedure

ODENBACH, Karl. **Studien zur Didaktik der Gegenwart.** [See 371.30]

371.43 Systems distinguished by their Educational Procedure: Winnetka

ORLANDO, Diega. **C. W. Washburne** e l'esperimento di Winnetka. [See 37 C]

371.43 Systems distinguished by their Educational Procedure

OTTO, Berthold. **Ausgewählte pädagogische Schriften.** [See 37 I]

371.43 Systems distinguished by their Educational Procedure: New Education

PLANCHARD, Emile. **Introduction à la pédagogie.** [See 370]

371.43 Systems distinguished by their Educational Procedure: Activity School —
372.3 Educational Methods with Young Children

STURMEY, Constance (Ed.). **Activity methods for children under eight.** [London], Evans Brothers, (1958). 239 p., fig., pl., bibl., app. — New edition of a guide on activity methods. Intended for nursery and infant school teachers who wish to modernise their teaching it explains how young children may be taught language, reading, number, drawing, music, nature study, etc. (IBE)

371.43 Systems distinguished by their Educational Procedure — 371.30 Teaching Principles

TITONE, Renzo. **Metodologia didattica.** I. Orientamenti e problemi. Zürich, Pas-Verlag, 1963. 550 p., bibl., ind. (Enciclopedia delle scienze dell'educazione, 12). — Combined representation of two works (" I problemi della didattica ", 1956 and " Metodologia della scuola moderna ", 1957) tracing the main lines taken by contemporary education. History of " new education "; methods in which the pupil is promoted to principal " agent "; systems based on the socialisation of education. An analysis of general educational problems leads to a discussion concerning the teacher, who is the fundamental guarantee of effective education. (IBE)

371.43 Systems distinguished by their Educational Procedure: Winnetka System — 370.7 (73) Educational Experimentation (United States)

WASHBURNE, Carleton W. **Winnetka.** Historia y significación de un experimento pedagógico. Traducción por Jorge Luzuriaga. Buenos Aires, Editorial Losada, (1962). 187 p., fig., pl., bibl. notes. (Publicaciones de la Revista de Pedagogía, La Escuela Activa). — Spanish version of Washburne's book dealing with Winnetka's educational experiment and entitled "The history and significance of an education experiment". (IBE)

371.44 (47) Systems distinguished by their Social Tendencies: Polytechnical Instruction (USSR)

ATUTOV, P.R. **Učenie i trud v škole.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 192 p., tabl. — Principles underlying the system of polytechnical education (study linked to manual work). Explanation of the necessity for this combined activity. Assessment of the advantage both for study and in regard to vocational training. (IBE)

371.44 Systems distinguished by their Social Tendencies: Children's Communities

HOFFMANN, Wolfhart. **Die Mitarbeit des Psychologen im Heim für milieugeschädigte Kinder.** [See 371.94]

371.44 (569.4) Systems distinguished by their Social Tendencies — 373.52 (569.4) Agricultural Education — 37 P (569.4) Research and Inquiries (Israel)

HONIG-PARNASS, Tikvah. **Training youth from new immigrant settlements.** A study in youth Aliyah education. Jerusalem, The Child and Youth Immigration Dept. of the Jewish Agency for Israel & The Henrietta Szold Institute for Child and Youth Welfare, 1960. 93 p., tabl., app. — Through the aid of the Youth Aliyah movement in Israel more than 3,000 young immigrants from agricultural cooperatives *(moshavim)* have since 1950 received vocational training lasting from two to three years. Discussion of the progress achieved during the courses and of the place which awaits these young people in their communities. Difficulties of re-adjustment due to the parents' traditional concept of agriculture and their frequent reluctance to accept the new community farming techniques with a result that the young people sometimes either make a change of career or leave the rural areas definitely for the towns. (IBE)

371.44 (45) Systems distinguished by their Social Aims (Italy)

LAPORTA, Raffaele. **La comunità scolastica.** [See 371.01 (45)]

371.44 (47) Systems distinguished by their Social Tendencies: Polytechnical Instruction (USSR)

MONOSZON, E.I. & SKATKIN, M.N. (Ed.). **Svjas' obučenija s žizn'ju v vos'miletnej škole.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 407 p., tabl., bibl. notes. — Collective work intended for teachers and administrators of eight-year general education schools. Account of the guiding principles of the "connection between education and life". Discussion of the actual problems raised by this contact with the country's political and social life, by the work at enterprises and by scientific progress. Consideration of the ethical aspects of this system of education. (IBE)

371.44 (430.3) Systems distinguished by their Social Tendencies: Polytechnical Instruction — 375.9 (430.3) Techniques taught at School (German Democratic Republic)

**Polytechnische Bildung und Erziehung in der Deutschen Demokratischen Republik... Polytechnical instruction and education in the German Democratic Republic.** Berlin, Volk und Wissen Volkseigener Verlag, 1962. 111 p., fig., tabl. — Abundantly illustrated account, in four languages (German, Russian, English and French), of the role and different stages of polytechnical instruction in the German Democratic Republic. The principle involved: the school linked with life, polytechnical instruction linked with the vocation. The aim: education within the context of the socialist state, comprehensive training of youth. The present publication shows how the industrial enterprises and agricultural producers' cooperatives are becoming, alongside the schools, new centres of education and instruction. (IBE)

371.44 (47) Systems distinguished by their Social Aims: Polytechnical Instruction (USSR)

SHAPOVALENKO, S.G. (Ed.). **Polytechnical education in the U.S.S.R.** [See 37 A (47)]

371.44 (47) Systems distinguished by their Social Tendencies: Polytechnical Instruction (USSR)

SKATKIN, M.N. (Ed.). **Gotovit' k žizni, k trudu.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 320 p., fig., tabl., bibl. notes (Institute of General and Polytechnical Education). — Collected studies based on observations made in the classroom or in an education laboratory and relating to various ways of linking the school subjects with everyday life experiences, in connection with polytechnical education in the USSR. Examples are given showing, in the case of the humanities, science subjects and handwork, that, to be assimilated properly, abstract knowledge should be accompanied by illustration of a concrete kind. (IBE)

371.44 (47) Systems distinguished by their Social Tendencies: Polytechnical Instruction — 375.9 (47) Techniques taught at School (USSR)

SKATKIN, M.N. (Ed.). **Voprosy politehničeskogo obrazovanija.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 342 p., fig., tabl., bibl. notes. (Bulletin of the Academy of Educational Sciences in the RSFSR, Series 126). — "Questions relating to polytechnical training" at eight-year schools and secondary level establishments. "Polytechnical instruction" constitutes a principle of Soviet education, the aim of which is both to instil in children the theoretical rules and knowledge of a subject and to acquaint them with the problems involved in its pratical application. For this education connected with daily life to be received it is important that schoolchildren be confronted often with the necessity of themselves handling material and tools. (IBE)

371.44 (438) Systems distinguished by their Social Tendencies: Introduction of Polytechnical Education — 371.42 (438) School Reform (Poland)

SZANIAWSKI, Ignacy. **Humanizacja pracy a funkcja społeczna szkoły.** Warszawa, " Książka i Wiedza ", 1962. 427 p., tabl., bibl., ind., notes. — Structural reforms necessitated by the introduction of polytechnical training at general education schools particularly in the USSR and the German Democratic Republic. According to the author, the changes now being made in the educational systems of such countries as the United States, France and Belgium, although considerable, are not associated with radical transformations of an economic, political and social kind as is the case in the socialist countries. The book is intended to help with the transformations awaited by the Polish school which latter, according to recent experiments, is already well in the train of socialism and veering towards a closer connection between teaching and out-of-school life. (IBE)

371.450 Christian Education

BABIN, P. & VIMORT, J. **Avec nos adolescents.** [See 376.7]

371.450 Christian Education — 371.51 Authority and Freedom in Education — 372.32 Montessori Method

BUYTENDIJK, F.J.J. **Erziehung zur Demut.** Betrachtungen über einige moderne pädagogische Ideen. Bearbeitet von Günter Schulz. Ratingen, A. Henn Verlag, (cop. 1962). 96 p. (Schriften des Düsseldorfer Kreises, 1). — Work having for aim the practical application of a school reform which, in the nature of Christian education, has often remained purely theoretical. Discussion of the school's educational task and the meaning of Maria Montessori's work. Acquisition of knowledge and the ability to apply it. Fruitful results of individual teaching; obstacles encountered; current objections refuted. Need to make use of so-called "sensitive" phases. Sense perception (including exercise of it) and self-control, both depending on freedom and the spontaneous submission to physical laws. Acceptance of real authority. (IBE)

371.450 Christian Education

ESTERHUES, Josef. **Allgemeine Pädagogik im Grundriss.** [See 370]

371.450 Christian Education

STRÜBIN, Eduard. **Gotthelf der Erzieher.** [See 37 C]

371.450 Christian Education

VIMORT, J. **Avec nos enfants. 1. La vie de famille. 2. Leurs défauts.** [See 371.02]

371.452 (42) Catholic Education — 379.7 (42) School Policy from the Denominational Point of View — 37 B (42) History of Education (United Kingdom)

BEALES, A.C.F. **Education under penalty.** English Catholic education from the Reformation to the fall of James II, 1547-1689. (London), University of London, The Athlone Press, 1963. xiii+306 p., pl., bibl. (17 p.), ind., app. — Story of Catholic education in England during the one hundred and fifty years following the Act of Supremacy passed under Henry VIII. Resistance of the Catholic communities to the penal laws on education; setting up of schools secretly in England and Wales. The founding, aims and fate of the colleges and seminaries on the Continent by Cardinal Allen and others. Finally, the false hopes placed in the advent of James II, followed by the almost total destruction of Catholic churches and schools. The appendix contains a summary account of the situation in Scotland and Ireland. (IBE)

371.452 Catholic Education

FORESTIER, M.D. **Il metodo educativo dello scoutismo.** [See 371.037]

371.452 Catholic Education

KRIEKEMANS, A. **Algemeine pedagogiek.** [See 370]

371.452 Catholic Education

PÖGGELER, Franz (Hrsg.). **Das Wagnis der Schule.** [See 371.42 (430.2)]

371.452 Catholic Education

REY-HERME, P.A. **L'enfant et son devenir.** Tome I: **Développement psychologique.** Tome II: **Orientation pédagogique.** [See 136.7]

371.452 (44) Catholic Education (France)

RULON, H.-C. & FRIOT, Ph. **Un siècle de pédagogie dans les écoles primaires (1820-1940).** [See 372 (44)]

371.452 (714) Catholic Education (Canada/Quebec)

SAVARD, Michel. **Paradoxes... et réalités de notre enseignement.** [See 373.11 (714)]

371.452 (45) Catholic Education (Italy)

ZAVALLONI, Roberto Fr. **Padre Gemelli, educatore sociale.** [See 37 C]

371.46 (54) Systems distinguished by their Philosophic Inspiration (India)

MUKHERJEE, Himangshu Bhushan. **Education for fulness.** [See 37 C]

371.461 Rudolf Steiner Schools

EDMUNDS, L. Francis. **Rudolf Steiner education.** The Waldorf impulse. Rev. and enl. ed. London, Rudolf Steiner Press, (1962). 103 p. — Revised and considerably enlarged edition of a work first published in 1947 under the title " Rudolf Steiner's art of education " and subsequently, in 1955, under the title " Rudolf Steiner education ". (See IBE Bulletin No. 117). (IBE)

371.461 RUDOLF STEINER SCHOOLS

GEUTER, Isabel. **Adventure in curative education.** [See 371.92]

371.5 DISCIPLINE — 377.2 MORAL EDUCATION

DÜRR, Otto. **Ist gehorchen so schwer?** Fragen der Gehorsamserziehung in Elternhaus und Schule. Stuttgart,Ernst Klett Verlag, (cop. 1962). 112 p., bibl. — Psychological and, above all, practical study on the question of obedience, together with the results of an inquiry conducted among two hundred boys and girls of various ages, etc. Nature and importance of obedience; education for obedience as education for freedom; positive and negative influences; how to strengthen the will to obey; power of the father's and the mother's example; obstinacy more noticeable in intelligent children; assistance to be given to the young during critical phases of their development. According to the author an absence of belief in God engenders in men lack of confidence, which accounts for most of today's worries in this connection. (IBE)

371.51 AUTHORITY AND FREEDOM IN EDUCATION

BERGE, André. **La libertà nell'educazione.** Traduzione di Laura Draghi Salvadori. Firenze, " La Nuova Italia " Editrice, (1961). 121 p., ind. (Educatori antichi e moderni, CLXVII). — Italian translation of the French work " La liberté dans l'éducation " published by Scarabée, Paris, in 1955. (See IBE Bulletin No. 119). (IBE)

371.51 AUTHORITY AND FREEDOM IN EDUCATION

BUYTENDIJK, F.J.J. **Erziehung zur Demut.** [See 371.450]

371.51 AUTHORITY AND FREEDOM IN EDUCATION — 371.02 EDUCATION AT HOME

MÜLLER-ECKHARD, Hans. **Erziehung ohne Zwang.** Kritik der Wunschbildpädagogik. Mit einem Gesprächsbeitrag von Gustav Siewerth. Freiburg i.B., [etc.], Herder, (cop. 1962). 104 p., bibl. notes. (Das pädagogische Gespräch, Aktuelle Veröffentlichungen des Willmann-Instituts, München-Wien). — Criticism of the education based on "accepted fables", showing the errors which may result from conventional ideas about the family, religion, science, etc. Such errors and the misuse of authority by parents and educators who resort to threats and coercion are at the origin of nearly 90% of the disturbances noted by the psychiatrist among the adolescents to be treated. (IBE)

371.59 SELF-GOVERNMENT

AGOSTI, Marco. **Il sistema dei reggenti.** [See 371.43]

371.59 SELF-GOVERNMENT — 371.011 BOARDING SCHOOLS. SEMI-BOARDING SCHOOLS — 376.1 EDUCATION OF GIRLS — 37 P RESEARCH AND INQUIRIES

AMREIN, Maria Winfrid. **Die aktive Verantwortung des Zöglings im Mädcheninternat.** Freiburg (Schweiz), Universitätsverlag, 1963. 196 p., fig., tabl., bibl., ind., app. (Arbeiten zur Psychologie, Pädagogik und Heilpädagogik, Band 20). — Inquiry concerning the sense of responsibility among girls at boarding schools and intended to elucidate a certain aspect of the conflicting influences (restraint versus freedom, freedom versus discipline, individual freedom, etc.) characteristic of this type of establishment. Regarding their desire for independence several hundred girls were systematically questioned by the psychologist in an endeavour to determine, with the aid of a parallel inquiry conducted among the teachers, whether the boarders should be granted "self-government". The author describes his method of investigation, critically discusses "self-government" and analyses its social implications as well as its suitability for boarding schools. (IBE)

371.59 (45) SELF-GOVERNMENT (ITALY)

CODIGNOLA, Ernesto & CODIGNOLA, Anna Maria. **La scuola-città Pestalozzi.** [See 371.43 (45)]

371.59 (73) SELF-GOVERNMENT — 371.36 (73) AUDIO-VISUAL TECHNIQUES — 377.35 (73) EDUCATION FOR CITIZENSHIP (UNITED STATES)

MISSISSIPPI. UNIVERSITY. The Educational Film Production Department. **Audio-visual aids for student council education.** Mississippi, Extension Division of the University, s.d. 141 p., fig., tabl., app. — Report on an investigation carried out with the ultimate aim of improving the education for citizenship provided at American schools. The method of having "student councils", enabling the students to take part in the proper running of the school, has proved particularly effective in regard to character training for young citizens. The present study is concerned with the employment of audio-visual aids and with their contribution to the work of the student councils. The following were the objectives of the researchers: (a) to draw up a list of the existing audio-visual aids which may help with the training of student council members; (b) to have such aids evaluated by leaders of student groups, by faculty advisers and by specialists in audio-visual education; (c) to find how far the existing material is understood and employed by educators; (d) to seek suggestions from teachers and students both for the improvement of existing material and for the production of new films; (e) to draw up a list of concrete proposals based on the findings. (IBE)

371.59 (438) Self-government — 37 B (438) History of Education (Poland)

NEWERLY, I.; KAMIŃSKY, Al. & ZELAZKO, Wł. **Samorząd uczniowski w systemie wychowawczym Korczaka.** Warszawa, "Nasza Księgarnia", 1962. 231 p., fig., notes. — Historical and theoretical account dealing with schoolchildren's self-government under the system of teaching owed to the Polish educator Korczak. Particulars concerning the practical application of the system at various stages of Poland's history. (IBE)

371.6 School Buildings — 372.21 Pre-primary Education — 372.221 Elementary Primary Education

TAYLOR, James L.; GORE, Lillian L. & GABBARD, Hazel F. **Functional schools for children.** (Washington), U.S. Office of Education, (1961). viii+81 p., fig., tabl., bibl., app. (OE — 21006, Special Publication No. 8). — Illustrated guide dealing for American educators and architects with the employment of suitable material in the construction of buildings to be used as crèches, kindergartens and elementary primary schools. The advice is based on knowledge of children's development and on methods of teaching young children and covers the smallest details of school construction. (IBE)

371.6 (549) School Buildings (Pakistan)

ZARIF, Qazi Mohammad. **A guide to the requirements of secondary schools in West Pakistan.** [See 373 (549)]

371.63 Classrooms and School Material — 377.4 Aesthetic Education

SERRANO DE HARO, Agustín. **Embellezcamos las escuelas.** Madrid, Sociedad de Educación "Atenas", (1961). 86 p., fig., notes. (Colección "Eduquemos", XXIV). — Advice of an artistic nature offered to teachers. Arrangement of school premises; how classrooms and school surroundings can be beautified; the pupils' attire, etc. A sense of beauty should be developed in the child both through the influence of the school setting and through a deep appreciation and need of beauty which the teacher can foster in his pupils. Such aesthetic education is possible even under the most unfavourable conditions. (IBE)

371.66 Special Premises

CESSAC, J. **Science teaching in the secondary schools of tropical Africa.** [See 375.2 (6)]

371.7 (47) School Hygiene — 375.9 (47) Techniques taught at School (USSR)

ANTROPOVA, M.V. (Ed.). **Gigiena trudovogo i politehničeskogo obučenija v vos'miletnej i srednej škole.** Moskva, Izdatel'stvo Akademii pedagogiceskih nauk RSFSR, 1963. 219 p., fig., tabl. (Institute of Physical Culture and School Hygiene). — Due to the nature of the manual work performed during polytechnical education in the USSR the teaching of hygiene in regard to school work has acquired more importance and more value than where practically only classroom work is concerned. Results of analyses carried out at special laboratories in 1962 regarding mainly psychological reactions in the case of the different vocations. (IBE)

371.7 (44) School Hygiene (France)

ODIER-DOLLFUS & LÉANDRI, Françoise. **La santé de l'enfant à l'école maternelle.** [See 371.71]

371.71 (471) Schoolchildren's Health and Hygiene — 371.75 (471) School Health Service — 37 P (471) Research and Inquiries (Finland)

KYÖSTIÖ, O.K. **Oppilaiden terveydentilan riippuvuus koulutyypistä.** Health status of pupils according to type of school. Jyväskylä, Jyväskylän yliopistoyhdistyksen ja kasvatusopillisen korkeakoulun kustantama, 1962. 78 p., tabl., bibl. (English summary) (Jyväskylä Studies in Education, Psychology and Social Research 1). —Research intended to determine whether there is any difference in state of health between children who have taken the course at secondary schools and those who have completed their compulsory education in upper classes of elementary schools in Finland. It is noted that although the elementary school children belong to less privileged social classes their general health differs very little from that of secondary school pupils, mainly due to the standard of the health services at elementary schools. Furthermore, it was found that physical development of children attending elementary schools is slower than that of secondary school pupils as in the case of the latter (boys and girls) the spurt in growth which is related to puberty begins earlier. (IBE)

371.71 Schoolchildren's Health and Hygiene — 372.21 Pre-primary Education — 371.7 (44) School Hygiene (France)

ODIER-DOLLFUS & LÉANDRI, Françoise. **La santé de l'enfant à l'école maternelle.** A l'usage des institutrices des écoles maternelles, des classes enfantines et des cours préparatoires, [etc.]... Paris, Librairie Armand Colin, (1963). 217 p., fig., pl., bibl. (Collection Bourrelier, Cahiers de pédagogie moderne). — For protecting the child's health it is necessary to find ways of ensuring his development under the best conditions (care in regard to growth, nutrition, breathing, etc.). At present the means of protection are ever increasing due to progress in medicine, education and the technical equipment of school premises. This book on health is intended mainly for nursery school teachers and describes the child's development from the age of 2 to 6 years and the illnesses which may affect him. Principal events which determine his life in the nursery school. Suggestions to enable the problems of each situation to be dealt with so that the child's health may be safeguarded, kept intact or restored. (IBE)

371.72 Growth — 370.46 Educational Psychology

TANNER, J.M. **Education et croissance.** Applications pédagogiques des connaissances sur la croissance de l'enfant. Traduction de F. et G. Congy, revue par N.P. Masse. Neuchâtel & Paris, Editions Delachaux et Niestlé, (cop. 1964). 145 p., fig., bibl., gloss., ind., notes. (Actualités pédagogiques et psychologiques). — French translation of the book "Education and physical growth" published in London by the University of London Press in 1961. (IBE)

371.73 (437) Physical Education (Czechoslovakia)

BRATISLAVA. INŠTITÚTU TELESNEJ VÝCHOVY A ŠPORTU. Fakulty Univerzity J.A. Komenského v Bratislave. **Za vyššiu úroveň telesnej výchovy.** II. 1961. Bratislava, Slovenské Pedagogické Nakladatelstvo, 1961. 287 p., fig., tabl., bibl. (Russian and German summaries). — Twelve collected articles dealing with physical education (theory and practice) in Czechoslovakia and arranged according to their connection with the following four topics: (1) ideological basis and present development of physical education; (2) techniques of various sports (running, jumping, volleyball, balancing, skiing, throwing the javelin, etc.); (3) practical aspects in the school setting (schoolchildren's interest in sport, camps in the open air); (4) training of sports and physical education instructors. (IBE)

371.73 (73) Physical Education — 373 (73) Secondary Education (United States)

BUCHER, Charles A.; KOENIG, Constance & BARNHARD, Milton. **Methods and materials for secondary school physical education.** St. Louis, The C. V. Mosby Co., 1961. 387 p., fig., tabl., bibl., ind., app. — Guide showing the secondary school teacher that well planned physical education can make an effective contribution to the general development and well-being of young people. Dynamic programmes of physical education and sport should be harmoniously integrated with the curriculum. Among the matters discussed in detail: (a) features, interests and needs of adolescents; (b) respective roles of the teacher, the school and the community in physical education; (c) physical education's aims and the programmes which must be designed in order to achieve them; (d) skills involved in the various physical activities (including sports); (e) procedures for assessing the results of the teaching and the progress being made. The appendix contains illustrative examples of medical records, pupil health and development reports, playground design, details of necessary equipment and material (for the different sports), reference lists, etc. (IBE)

371.73 (73) PHYSICAL EDUCATION — 379 (73) SCHOOL ADMINISTRATION (UNITED STATES)

HOWARD, Glenn W. & MASONBRINK, Edward. **Administration of physical education.** New York & Evanston, Harper & Row, Publishers, (1963). IX+464 p., tabl., bibl., ind., app. (Harper's Series in School and Public Health Education, Physical Education, and Recreation). — Intended for students training to engage in physical education, this guide deals with all the administrative and practical aspects of the subject. General orientation for planning the instruction; the curriculum and syllabus content for the different elementary and secondary grades; administrative responsibility for implementation of the programme; planning and the administrative relationships; the budget. Suggestions in regard to the following matters: the instructional programme; measurement, evaluation and grading; the exceptional student; facilities and materials; safety measures; office organization; public relations; professional organizations in physical education; athletics and recreation. (IBE)

371.73 PHYSICAL EDUCATION

JOYNSON, Cyril D. **Physical education for boys and young men.** Vol. I: **Physical development and practice.** London, Nicholas Kaye, (1963). 320 p., fig., ind., app. — Guide dealing with theory and practice in physical education at secondary schools (bases, aims, composition of lessons, etc.). Detailed description, illustrated by many figures, of the different exercises for development. (IBE)

371.73 PHYSICAL EDUCATION

LEIF, J.; DÉZALY, R. & RUSTIN, G. **Didáctica de la escritura y de las asignaturas especiales.** [See 372.5]

371.73 PHYSICAL EDUCATION

NICHOLS, Zoé. **Physical education for girls in the tropics.** London, Evans Brothers, (1962). 222 p., fig., app. — Such education includes gymnastics, dancing, games, athletics, swimming, etc. This practical rather than theoretical guide for teachers contains, in addition to an account and explanation of many exercises, suggestions in regard to attire, the planning of lessons, the help to be given in case of accident, etc. (IBE)

371.73 PHYSICAL EDUCATION

SEYBOLD-BRUNHUBER, Annemarie. **Nueva pedagogía de la educación física.** Traducción de Juan Jorge Thomas. Buenos Aires, Editorial Kapelusz, (cop. 1963). 143 p., bibl. (Biblioteca de Cultura Pedagógica). — Spanish translation of the German work "Die Prinzipen der modernen Pädagogik in der Leibeserziehung" published in Schorndorf-Stuttgart (Verlag Karl Hofmann) in 1959. (IBE)

371.73 PHYSICAL EDUCATION — 371.26 METHODS OF EXAMINATION AND CONTROL OF PUPILS — 370.6 APPRAISAL OF THE RESULTS OF EDUCATION

SMITHELLS, Philip A. & CAMERON, Peter E. **Principles of evaluation in physical education.** New York, Harper & Brothers, Publishers, (1962). x+478 p., fig., tabl., bibl., ind. (Harper's Series in School and Public Health Education, Physical Education, and Recreation). — Basic concepts (verbal, sensory and numerical evaluation, the world picture). Basic methods of evaluation; statistics applied to measurement; measurements and their distribution; tests and their uses. Application to various activities: evaluation in gymnastics; evaluation of development; application of evaluation to games and sports, aquatics, dancing, rhythmical activities and outdoor education. (IBE)

371.73 PHYSICAL EDUCATION

SPENCER, Herbert. **Essays on education and kindred subjects.** [See 371.301]

371.73 Physical Education

WOOD, Alfredo. **Gimnasia y recreación en la escuela primaria.** 3a ed. Buenos Aires, Editorial Kapelusz, (1961). x+242 p., fig., tabl., bibl. — Third edition of a guide on the implementation of the programme in physical education at primary schools in Argentina. Detailed explanation of the different methods employed. Account of the effects which each movement has on the development of the different parts of the body. School games as part of physical education. Steps, dances and exercises which can be used as basic preparation for school festivals and celebrations. (IBE)

371.73 Physical Education

ZAMPORI, Giorgio. **Ginnastica educativa.** Guida pratica per gli insegnanti elementari e gli allievi degli Istituti magistrali. 2a. ed. (Brescia), "La Scuola" Editrice, (1960). 176 p., fig., tabl. — Practical guide for teachers of classes at lower and upper primary level. Role of gymnastics in the prevention of illness and certain disorders due to the sedentary life at school and in maintaining a correct balance between the child's mental and physical health. From the theoretical point of view the author's aim is uniformity in gymnastics teaching in conformity with the current official curriculum and with the advice of E. Baumann and G. Monti who established the scientific, educational and technical bases of school gymnastics. Practical account of imitative gymnastics, group exercises (in the classroom and in the open-air) and various games. (IBE)

371.732 Sports

BERNHARD, Günter. **Leichtathletik der Jugend.** II. Eine Übungs- und Bewegungslehre für die fortgeschrittene Jugendarbeit. Wien & München, Österreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, (1961). 151 p., fig., tabl., bibl., notes. (Theorie und Praxis der Leibesübungen, Schriftenreihe der Bundesanstalten für Leibeserziehung, Heft 19). — Teacher's guide for instructing in field athletics. By placing athletics above the idea of competition and record making, the " global " method described is intended to help young people acquire through such instruction a social development and a harmonious sporting outlook. Discussion of the physical, technical, psychological and educational conditions necessary for effective physical education. Many illustrations of athletics exercises. (IBE)

371.732 Sports — 376.7 Adolescence

DURAND, Georges. **El adolescente y los deportes.** Traducción por Ramón Gil Novales. Barcelona, Editorial Luis Miracle, (cop. 1962). 137 p., bibl. notes. (Paideia, Biblioteca práctica de pedagogía, psicología y psicopatología de la infancia, 18). — Spanish translation of the French work "L'adolescent et les sports" published in 1957 by Presses Universitaires de France. (See IBE Bulletin No. 128). (IBE)

371.735 Playgrounds — 371.303 Role of Play — 37 B History of Education

AICK, Gerhard. **Die Befreiung des Kindes.** Kleine Kulturgeschichte des Spiels und des Kinderspielplatzes. Hamburg, Hans Christians Verlag, s.d. 77 p., fig., pl., bibl. — After reflecting throughout history, at first art and philosophic thought, then pedagogy and psychology, certain writings, hopes and experiments have finally resulted in the provision of playgrounds where " modern Robinsons can set free their imaginations ". These spaces range from the simple garden with modest equipment to the systematic Anglo-Saxon, Scandinavian, Swiss or German installations. Provided that they correspond to the child's world and that educators, architects and town planners collaborate in designing them such gardens and play equipment have their place among up-to-date educational means. (IBE)

371.75 (73) School Health Service (United States)

CROMWELL, Gertrude E. **The nurse in the school health program.** Philadelphia and London, W.B. Saunders Co., 1963. 126 p., fig., bibl., ind., app. — In 1902 a New York school for the first time engaged a nurse to supervise the pupils' health. Since then there has been development in the provision of school services responsible for hygiene, medical inspection, etc. and today, regarded as essential for ensuring the safety of children and the community, they employ over 11,000 permanent or visiting nurses. Information on how their work is organized and how it is related to that of other health specialists or services as well as on the way in which these nurses cooperate with teachers and fulfil an intermediary role between the schools and the community, etc. (IBE)

371.75 (471) SCHOOL HEALTH SERVICE (FINLAND)

KYÖSTIÖ, O.K. **Oppilaiden terveydentilan riippuvuus koulutyypistä.** [See 371.71 (471)]

371.81 (42) THE PUPIL AND HIS SOCIAL ENVIRONMENT (UNITED KINGDOM)

MAYS, John Barron. **Education and the urban child.** [See 370.47 (42)]

371.81 THE PUPIL AND HIS SOCIAL ENVIRONMENT

SCHALCHER-MÜLLER, Magdalena. **Das Kind zwischen Elternhaus und Umwelt.** [See 371.02]

371.81 (438) THE PUPIL AND HIS SOCIAL ENVIRONMENT (POLAND)

SUCHODOLSKI, Bogdan (Ed.). **Środowisko i wychowanie.** [See 370.47 (438)]

371.81 THE PUPIL AND HIS SOCIAL ENVIRONMENT — 370.47 SOCIOLOGY AND EDUCATION

WURST, Hans (Hrsg.). **Das Landkind heute und morgen.** Gegenwartsfragen der Landjugend. Wien & München, Österreichischer Bundesverlag, (1963). 187 p., fig., bibl., ind. — A systematic investigation concerning the social and home lives of children belonging to isolated localities in the Alps or in Austrian country areas revealed (a) the somatic, emotional and intellectual characteristics which distinguish such children from those belonging to more privileged groups, (b) their difficulties at school and during apprenticeship, (c) the dangers to which they are exposed as a result of not being adjusted to work and to town life, etc. A meeting of children's specialists (numbering seventeen and including doctors, psychologists, educators, sociologists and welfare workers) was held for an exchange and comparison of notes on dispersed children, on the identification and diagnosis of cases requiring medical attention or special education and an endeavour was made to find ways of combating the moral and social dangers to which the maladjusted and educationally backward are exposed. The specialists state that it is necessary, by provision of a mobile or other kind, to bring to rural or far distant communities all the social, medical and educational advantages to which their children are just as much entitled as the city child. (IBE)

371.82 THE CHILD AND THE SCHOOL

BERGE, André. **O colegial-problema.** [See 377.911]

371.82 THE CHILD AND THE SCHOOL — 377.9 AID FOR THE YOUNG — 373.1 (430.2) SECONDARY GENERAL CULTURE EDUCATION (FEDERAL REPUBLIC OF GERMANY)

FRANKE, Hans & GÜNTHER, Friedrich. **Der Daseinkampf beginnt in Sexta.** Unsere Kinder zwischen Schule und Wohlstandsgesellschaft. (Oldenburg/Hamburg), Gerhard Stalling Verlag, 1962. 221 p., app. — Discussion of what appears to be the most serious crisis of the century in education. On all sides it is claimed that the school is no longer ensuring the elementary education of the young: one pupil out of three is obliged to take private lessons; one out of four in the 6th class resorts to sedatives or stimulants; approximately a thousand schoolchildren commit suicide every year in the German Federal Republic. The number of enrolments at upper secondary schools has incresed alarmingly and unfortunately the aptitude for education at this level is not manifested in the same proportion. An account of some actual case histories of young people illustrates this criticism of the present education system, criticism based among other evidence on the results of an achievement test conducted among 500 pupils in upper classes at secondary level. (IBE)

371.824 SOCIOMETRY AND EDUCATION

GLANZ, Edward C. **Groups in guidance.** [See 377.9]

371.824 SOCIOMETRY AND EDUCATION

KIRCHHOFF, Hans & PIETROWICZ, Bernhard. **Kontaktgestörte Kinder.** [See 377.911]

371.824 SOCIOMETRY AND EDUCATION

ZABOROWSKI, Zbigniew. **Psychologia społeczna a wychowanie.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 196 p., fig., tabl., bibl., notes. — Research concerning social psychology in its relation to education. The major part of this study is devoted to the concept of the social group consisting of school classes.

Examination of such concepts as popularity, preference, polarisation, etc. with emphasis on the role of recognised educators and of those possessing similar influence (group leaders, outstanding individuals). An explanation of the beginnings and development of "the public opinion" distinguishing a group is followed by a description of suitable methods and techniques for identifying the specific characteristics of the social group. (IBE)

371.825 Judgments and Attitudes of Children with regard to the School

BARANKIEWICZOWA, H.; LEWIN, A. & PELCOWA, M. **Wychowawca gromadzi materiały o klasie.** [See 371.267]

371.85 Collective Activities at School (Poland)

WAWRZYKOWSKA-WIERCIOCHOWA, D. **Świetlice dla uczniów.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1963. 304 p., fig., notes. — Account of the organization and activities of school clubs: arrangement and decoration of the premises; games and entertainments; artistic activities; dramatic performances and the making of costumes and scenery; drawing, painting and modelling; singing, dancing and music; handwork; film showing; out-of-school study; the club journal; description of the work plan and method. (IBE)

371.86 (438) Schoolchildren's Leisure (Poland)

CHMIELEŃSKA, Irena (Ed.). **Pedagogika podwórkowa.** Warszawa, Towarzystwo "Przyjaciół dzieci", 1963. 304 p., fig., tabl. — The leisure of children who are left more or less to themselves, outside the school, raises many problems whether in regard to premises, equipment or, particularly, staff. Highly appreciated activity is undertaken by the "Children's Friends", the Social Welfare Association and district teams in order that children who play in yards or in the street may be attached to a local centre which provides friendly and effective supervision and is able to organize "self-government" and influence the games in such a way that these may be entertaining and not degenerate into reprehensible pastimes. Account of the absorbing and difficult work performed in many Polish localities; suggestions for effecting a remedy of the inadequacies mentioned. (IBE)

371.86 Schoolchildren's Leisure — 371.866 Various Games — 377.26 Education for Leisure

GUILLEN, E. **Loisirs d'aujourd'hui.** Jeux et activités pour les loisirs familiaux et amicaux. (Paris), Presses d'Ile de France, (1964). 217 p., fig., bibl. — List, accompanied by illustrations, of leisure-time activities and games. After some suggestions concerning the value and interest connected with organizing of leisure this small guide deals with audio-visual media (television, radio, films, photography, screening, gramophone records) and shows how intelligent use may be made of such techniques. One chapter on evenings and visual entertainments offers suggestions for many kinds of meeting, while another is devoted to activities for young children between one and ten years old. (IBE)

371.86 Schoolchildren's Leisure

RÖSSNER, Lutz. **Jugend im Erziehungsbereich des Tanzes.** [See 376.7]

371.86 Schoolchildren's Leisure

SAVČENKO, E.G. & RUBINA, Ju. I. (Ed.). **Estetičeskoe vospitanie vo vneklassnoj rabote vos'miletnej školy.** [See 377.4]

371.861 Children's Libraries

TAVARES, Denise Fernandes. **Sugestões para organização duma pequena biblioteca infantil.** 2a. ed. revista. Salvador-Bahia, Biblioteca Infantil Monteiro Lobato, 1960. 146 p. + 7 pl., fig., tabl., bibl. — Explanation of the purposes and value of a children's library. General matters and internal organization; technical considerations in regard to the operation (register, cataloguing, classification of the volumes in the shelves and on cards, lending service). The book is amply illustrated. (IBE)

371.862 Children's Literature

CUTFORTH, J.A. & BATTERSBY, S.H. **Children and books.** [See 371.391]

371.862 Children's Literature — 37 E Reference Books

EMPAIN, Louis & JADIN, Marcel. **Nos enfants lisent.** Répertoire des meilleurs livres pour la jeunesse. 9e éd. 1964. Namur, Les Editions du Soleil Levant, (cop. 1964). 222 p., bibl. (Collection Pro Juventute). — Ninth edition of a guide, annually brought up to date, on reading matter for the young. (See IBE Bulletin No. 149). (IBE)

371.862 (47) Children's Literature (USSR)

**O literature dlja detej.** Series 7. Leningrad, Gosudarstvennoe izdatel'stvo detskoj literatury Ministerstva prosveščenija RSFSR, 1962. 215 p., bibl. notes. — Collection of critical articles on children's literature; defence by two teachers, S. Marchak and K. Tchoukovsky, as regards works in the Russian language; review of recent works (1961); critical appraisal of the dogmatic school which, moralising and instructing, dominated children's literature until about 1955. (IBE)

371.862 Children's Literature

MESSINER-MININI, Maria. **Von der Spielecke zur Schulbank.** [See 376.5]

371.862 Children's Literature

PETRINI, Enzo. **Estudio critico de la literatura juvenil.** Traducción de Manuel Carrión Gútiez. Appendice: Actualidad del cuento infantil en España por Maria Josefa Sirvent del Otero. Madrid, Ediciones Rialp, 1963. 220 p., bibl. notes. (Biblioteca de Educación y Ciencias Sociales, Serie Investigaciones y Ensayos). — Spanish translation of a work published in Italian under the title "Avviamento critico alla letteratura giovanile" (Brescia, "La Scuola Editrice", 1958) followed, in the appendix, by an article on the present situation, in Spain, of tales for children. (IBE)

371.862 Children's Literature — 377.4 Aesthetic Education

POLOZOVA, T. D. (Ed.). **Kniga - učitel' i drug.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 176 p., bibl. notes (Institute of Aesthetic Education). — Six collected articles on the importance and the artistic and educational value of out-of-school reading. Although the authors do not express the same views about the books they analyse they agree on the essential truth that only a work of high aesthetic value and conforming to the requirements of the young reader's age can be a spiritual teacher and encourage creative ability. (IBE)

371.862 Children's Literature

RUTT, Theodor. **Sprachentfaltung und Buch.** [See 375.12]

371.862 Children's Literature

STEJSKAL, Václav. **Cesty současné literatury pro děti.** Praha, Státni nakladatelstvi dětské knihy, 1960. 84 p. — Discussion dealing with the trends and features of today's literature for children and with the qualities which it should foster. The transpositions made by authors for child readers must certainly not just reflect the thinking of adults. It is consequently necessary to exploit both the educational role of the fable and the interest which for young readers is possessed by stories having the child as centre of action. A good children's book should extol qualities opposed to egocentricity without moralising or becoming too abstract. Not only the actual facts of life but also fiction can constitute an abundant source of education, poetry and optimism. (IBE)

371.863 (46) Children's Periodicals

VAZQUEZ, Jesús María. **La prensa infantil en España.** (Madrid), Doncel, (1963). 202 p., tabl., bibl. — A historical analysis from the social aspect of children's periodicals in Spain shows the need for thorough, sincere and disinterested review of the commercial motives underlying the publication of children's papers which, apart from a few exceptions, do not satisfy standards as they should. Spanish legislation concerning children's periodicals, although it may be inspired by the most candid respect for the country's traditions, has so far certainly not been applied. After discussing various aspects (religious, moral, psychological, educational, social, literary, artistic) of such publications the author enumerates the principles which in all cases should be observed in the publication of periodicals for children: appropriateness to age and sex; ideological aspect; technical aspect, etc. Suggestions for a programme of action to improve children's periodicals in Spain. (IBE)

371.864 ENTERTAINMENTS FOR THE YOUNG — 621.388 TELEVISION — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

ASSOCIATION CATHOLIQUE INTERNATIONALE POUR LA RADIODIFFUSION ET LA TÉLÉVISION. **TV: Code et commentaire à l'usage des éducateurs.** Fribourg (Suisse), Editions UNDA, (1961). 126 p., fig. — " Code " intended for parents and other educators who in the home, boarding school, classroom, hospital, sanatorium or youth centre, make use of television but who wonder whether it deserves a place among teaching techniques or if it should be considered solely in connection with leisure. Discussion dealing first with the Church and the techniques of dissemination, then with the following matters: (a) norms dictated by the child's age; (b) norms regarding the duration of the listening and viewing; (c) optimum conditions for listening and viewing; (d) parents' role in TV reception; (e) parents' role in regard to TV " producers ". (IBE)

371.864 (73) ENTERTAINMENTS FOR THE YOUNG — 621.388 (73) TELEVISION — 37 P (73) RESEARCH AND INQUIRIES (UNITED STATES) — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

GARRY, Ralph; RAINSBERRY, F.B. & WINICK, Charles (Ed.). **For the young viewer.** Television programming for children... at the local level. New York & London, McGraw-Hill Book Co., (1962). VII+181 p., fig., bibl., ind. — Based on existing knowledge in the fields of psychology and children's development (their persons, interests, needs and activities) as well as on recent television techniques, this detailed inquiry conducted by the United States Television Information Office gives a description of 425 television programmes broadcasted for children by 223 local American stations. Recommendations for improving and selecting children's programmes while ensuring a good educational basis. (IBE)

371.864 ENTERTAINMENTS FOR THE YOUNG

HEYMANN, Karl (Hrsg.). **Fernsehen der Kinder.** [See 621.388]

371.864 ENTERTAINMENTS FOR THE YOUNG — 621.388 TELEVISION — 37 N (∞) INTERNATIONAL CONFERENCES

UNESCO. YOUTH INSTITUTE. **The social impact of film and television on youth.** Report on a meeting of experts: 4th-8th June 1962. Gauting-Munich, Unesco, Youth Institute, 1963. 55 p. ron., bibl., app. — Report on a meeting of experts which was held for studying the social and psychological aspects of television and films as regards both the present and the future. I. Role and influence of mass communication media. II. Effect of television on young people's minds (encouragement of laziness, violence, dissolute life, etc.). III. Vocational training of apprentices and adults. IV. Forming of a taste for the arts and leisure time occupations. V. Television in the developing countries (a) as teaching aid, (b) as link between social and ethnic groups, etc. The social and educational value of television broadcasts depends upon the planning and quality of programmes. (IBE)

371.866 VARIOUS GAMES

GUILLEN, E. **Loisirs d'aujourd'hui.** [See 371.86]

371.866 VARIOUS GAMES — 372.37 TOYS

HUBER, Johanna. **Ocupaciones infantiles.** Un consejero para las madres y maestras jardineras; al mismo tiempo una introducción al significado educacional del juego y las ocupaciones infantiles. Traducción de W.O. Frohberg. Buenos Aires, Editorial Kapelusz, (cop. 1963). 151 p., fig. (Colección de Pedagogía Práctica). — Spanish translation of a German work published (in its 9th and revised edition by S. Schütze) under the title « Das Buch der Kinderbeschäftigungen » by the publisher Otto Maier, Ravensburg, in 1961. (IBE)

371.866 VARIOUS GAMES

MESSINER-MININI, Maria. **Von der Spielecke zur Schulbank.** [See 376.5]

371.87 (∞) SCHOOLCHILDREN ON HOLIDAY (VARIOUS COUNTRIES)

UNESCO. **Vacations abroad — Vacances à l'étranger — Vacaciones en el extranjero.** [See 378.38 (∞)]

371.9 (493) PARTICULAR CATEGORIES OF CHILDREN (BELGIUM) — 379.61 THE RIGHT TO EDUCATION. COMPULSORY SCHOOLING.

BATON, Pierre. **Inadaptés scolaires et enseignement spécial.** Bruxelles, Université Libre de Bruxelles, Les Editions de l'Institut de Sociologie (cop. 1962). 261 p., tabl., bibl., notes. (Etudes de sociologie de l'éducation). — The right to education does not concern only normal children but handicapped children as well, the " school misfits " as the author prefers to call them. This critical and well documented study on the legislation regarding special education in Belgium shows that mere legal provision, or even more adequate financial provision, is not sufficient to bring about the social adjustment and integration of the handicapped. There is a need for education of an affective, intellectual and vocational nature, which calls for " the understanding and collaboration of all men of good will ". Statistical tables and an extensive bibliography of works of different countries complete the documentation. (IBE)

371.9 (71) PARTICULAR CATEGORIES OF CHILDREN — 371.199 (71) EDUCATORS OF HANDICAPPED CHILDREN (CANADA)

MONTREAL. LE CONSEIL DES ŒUVRES. **L'enfance exceptionnelle.** Mémoire présenté à la Commission royale d'enquête sur l'éducation. Montréal, Conseil des Œuvres, 1962. 346 p., bibl. — Detailed description of various categories of exceptional children and their handicaps in order to draw attention to the specific problems concerning them which result from the right to education for all children, both normal and handicapped. It should be possible to overcome the social injustice existing in this connection in Quebec by the adoption of five essential measures as proposed in the present report: (1) drawing up of a programme of general and vocational education suitable for exceptional children; (2) establishment of adequate psychological and medico-pedagogical services; (3) training of educational personnel qualified to direct special institutions; (4) administrative reorganization in accordance with the characteristics of exceptional children; (5) provision of means for financing special education. (IBE)

371.9 PARTICULAR CATEGORIES OF CHILDREN

ROUCEK, Joseph S. (Ed.). **The unusual child.** New York, Philosophical Library, (1962). VI+293 p., bibl., ind. — Discussion concerning the various categories of unusual child (intellectual superiority, physical, mental or moral defect, emotional or behaviour problem, etc. including cases involving life in a special institution) from the standpoint of the implications of a social, educational or family nature. How to identify and diagnose such cases at the earliest age? What are the latest theories and procedures available to remedial education in order that these children may be rehabilitated with a view to their social integration? Consideration of the preventive and therapeutic steps taken by society in order to avoid such cases: education of parents; training of specialist teachers and educators; provision of social services and community institutions; importance to be given at government level to vocational guidance and training for the crippled, the mentally retarded and the maladjusted in general. In conclusion a picture is presented of the preventive measures taken in Europe regarding the exceptional child. (IBE)

371.90 HANDICAPPED CHILDREN

BENFENATI, Armando. **Psicologia e pedagogia degli anormali.** Urbino, Armando Argalia Editore, (1961). 285 p., bibl. (Collana "Saggi di Pedagogia"). — In this book the term "abnormal" includes not only the mentally weak and the socially maladjusted but also persons afflicted with physical defects (the blind, deaf-and-dumb, handicapped in movement, etc.). In each of these cases consideration should be given to all the possibilities now offered by education in order to assist both in the process of adjustment to normal life and in social rehabilitation (intellectual, moral, physical education, etc.). Reference is also made to the aid which psychology can furnish and to the major influence exerted by the family and the environment. (IBE)

371.90 HANDICAPPED CHILDREN

BERNART, Manuel. **Niños difíciles de educar.** [See 377.911]

371.90 HANDICAPPED CHILDREN

DEVEREUX, Hilary M. **Housecraft in the education of handicapped children.** [See 375.86]

371.90 (42) Handicapped Children — 37 B (42) History of Education (United Kingdom)

PRITCHARD, D.G. **Education and the handicapped 1760-1960.** London, Routledge & Kegan Paul; New York, Humanities Press, (1963). VIII+250 p., bibl., ind. (International Library of Sociology and Social Reconstruction). — Historical development of trends and opinion in England and Wales, from 1760 to 1960, concerning handicapped children and which have resulted in transforming the "asylum" — the first type of institution for deaf-and-dumb children — into a "school" and the instruction into education. First schools; experiments; methods of teaching the blind to read; improvement in education of the mentally weak and physically handicapped child; State intervention; present situation. (IBE)

371.90 Handicapped Children — 371.95 Specially Gifted Children — 136.7 Child and Adolescent Psychology — 37 P (73) Research and Inquiries (United States)

TRAPP, E. Philip & HIMMELSTEIN, Philip (Ed.). **Readings on the exceptional child.** Research and theory. London, Methuen & Co., (1962). XII+674 p., fig., tabl., bibl., ind. (The Century Psychology Series). — Some fifty collected articles, by different authors, on the present state of research, theoretical study and practical endeavours in connection with the education of children other than those considered as " normal ". The articles relate to the following matters: intellectual development (the mentally handicapped and the specially gifted); sensory and motor development (the deaf-and-dumb, the blind, children suffering from language difficulties or poor motor control, cripples); emotional development (schizophrenic and psychic cases, etc.). (IBE)

371.911 (45) Sight Defects (Italy)

**L'Istituto Regionale "Giuseppe Garibaldi" pei ciechi.** Nel 75° annuale della sua fondazione. Reggio Emilia, Tipografia editrice Guidetti, s.d. 250 p., fig., bibl. — Publication to mark the 75th anniversary of the setting up of the Giuseppe Garibaldi Institute for the Blind at Reggio. Review of the institute's history from the foundation, originally due to private initiative. Reference is made to the originators, founders and benefactors of this school provided for blind and amblyopic children from kindergarten age to that of apprenticeship. Short account of the school's programme and discussion of its features (physical guidance, teaching of drawing, the visual arts, etc.). (IBE)

371.911 Sight Defects — 371.912 Hearing Defects

SOKOLJANSKIJ, I.A. & MEŠČERJAKOV, A.I. (Ed.). **Obučenie i vospitanie slepogluhonemyh.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 199 p., 1 pl. (Bulletins of the Academy of Educational Sciences, No. 121, 1962). — Problems involved in the education of deaf-and-dumb children who are blind. Discussion not only of relevant teaching aspects but also of the psychology relating to children afflicted with this triple handicap. General conclusions concerning their becoming aware and understanding. (IBE)

371.912 Hearing Defects — 136.7 Child and Adolescent Psychology

BOSKIS, R.M. **Gluhie i slabošlyšaščie deti.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 335 p., fig., tabl., bibl. (16 p.). (Contents tabled in English). (Institute for the Study of Deficiency). — Study on the psychic state of children who are deaf or hard of hearing. The purpose was to determine the special type of education which corresponds to the characteristics possessed by the cognitive activity in each category of deaf person, since hearing defects are different in the case of the child and the adult. Research relating to the rules governing language development makes it possible to offer certain evidence concerning the causes of the so-called illogical language of the deaf-and-dumb. The data, which is accompanied by a discussion of mimicking and gesticulation, may help with the establishment of criteria resulting in a wiser classification of the children examined. (IBE)

371.912 Hearing Defects — 371.913 Speech Defects — 371.92 Mentally Handicapped — 37 N (47) Conferences (USSR)

D'JAČKOV, A.I. (Ed.). **Materialy naučnoj konferencii po defectologii.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 119 p., fig., tabl., notes. (Publications of the Institute for the Study of Deficiency). — Brief report on the conference held in Moscow (March 1961) by the Institute for the Study of Deficiency. The participants discussed the subject of education by work combined with the different school subjects, the teaching of which is suitably adapted to the various types of case showing anomaly. The papers presented are arranged under three headings; speech education; oligophrenics; education of the deaf. (IBE)

371.912 Hearing Defects — 371.199 (47) Educators of Handicapped Children (USSR)

D'JAČKOV, A.I. (Ed.). **Surdopedagogika.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 335 p., tabl., notes. (Institute for the Study of Deficiency, The Teachers' Educational Library). — Textbook on deficiency and intended to serve also as a practical guide for future teachers and educators engaged at establishments for children who are deaf or hard of hearing. Various theoretical aspects connected with the education of the deaf; description of the highly differentiated methods now employed; recommendations concerning the teaching staff, administration and management of such special establishments. (IBE)

371.912 Hearing Defects — 371.913 Speech Defects

FARIA DÓRIA, Ana Rímoli de. **Introdução à didática da fala.** (Aspectos da educação dos deficientes da audição e da fala). 2a. ed. Rio de Janeiro, Ministério de Educação e Cultura, 1959. 238 p., fig., tabl., bibl., app. (Campanha para Educação do Surdo Brasileiro). — New edition of a work on methods for teaching the spoken language to children who are deaf or suffering from language difficulties. (1) The speech mechanism and its normal development; (2) methods and procedures for teaching the deaf child to speak; (3) language difficulties, analysis of their causes, methods of appropriate education. (IBE)

371.912 Hearing Defects — 375.12 Mother Tongue: German

JUSSEN, Heribert. **Die Erschliessung des verbalen Denkkreises im Taubstummenunterricht.** Ratingen, Aloys Henn Verlag, (cop. 1961). 163 p., fig., bibl., notes. — How may the world of spoken thought be opened to the deaf-and dumb? Examination of the problem from the standpoint of linguistics, language psychology and special education. An endeavour to find a minimum of word forms to constitute an elementary language for the use of the deaf-and-dumb. Inability to speak is mainly responsible for their behaviour difficulties and adjustment problems. It is thus essential for them to know the mental equivalence of the language in order that they may be emancipated as far as possible by being admitted into the world of the thought and action of those who hear. The systematic study of the mother tongue — German in this case — represents undoubted progress in making it possible for new procedures to be employed. (IBE)

371.912 Hearing Defects — 372.3 Educational Methods with Young Children

KORSUNSKAJA, B.D. (Ed.). **Voprosy obučenija i vospitanija gluhih doškol'nikov.** Vol. I. Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 187 p., tabl., notes. (Institut for the Study of Deficiency, The Teacher's Educational Library). — Collection of theoretical articles on some educational problems which in connection with speech, games, movement, work, etc. are encountered by educators who are specialists in deficiency cases. The book is intended mainly for educators at special pre-school establishments which receive deaf children. (IBE)

371.912 Hearing Defects — 372.3 Educational Methods with Young Children

KORSUNSKAJA, B.D. (Ed.). **Voprosy obučenija i vospitanija gluhih doškol'nikov.** Volume 2. Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 110 p., tabl., bibl. notes. (Institute for the Study of Deficiency, The Teachers' Educational Library). — Second volume of collected matter, containing articles of a theoretical and practical nature on the education and study of pre-school age deaf children. Most of the articles deal with moral and aesthetic education, games or the research in regard to aural perception. Some of the documentation relates to language development and to ways of controlling articulation. (IBE)

371.912 Hearing Defects

RAU, F.F.; NEJMAN, L.V. & BEL'TJUKOV, V.I. **Ispol'zovanie i razvitie sluhovogo vosprijatija u gluhonemyh i tugouhih učaščihsja.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1961. 188 p., fig., tabl. (Publications of the Institute for the Study of Deficiency). — Work intended for teachers and doctors who are concerned with children suffering from hearing difficulties. Theoretical matters are explained and practical advice given with a view to improvement in the teaching received by this type of handicapped. (IBE)

371.912 Hearing Defects

SLEZINA, N.F. **Obučenie arifmetike vo II-IV klassah školy gluhih.** [See 375.31]

371.912 Hearing Defects

SOKOLJANSKIJ, I.A. & MEŠČERJAKOV, A.I. (Ed.). **Obučenie i vospitanie slepogluhonemyh.** [See 371.911]

371.912 Hearing Defects — 136.7 Child and Adolescent Psychology

SOLOV'EV, I.M. (Ed.). **O psihičeskom razvitii gluhih i normal'no slyšaščih detej.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 372 p., fig., tabl. (Publications of the Institute for the Study of Deficiency). — Results of various experimental research work enabling comparisons to be made between deaf-and-dumb children and normal children in regard to their perception, memory and thinking. The experiments related to: solving of arithmetical problems; idea of colour; memory as the motivating force; analysis of objects; recognition of situations already met; development of vivid reasoning. (IBE)

371.912 (47) Hearing Defects (USSR)

ZYKOV, S.A.; RAU, F.F. & SLEZINA, N.F. (Ed.). **Obučenie i vospitanie gluhih detej.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 264 p., fig., tabl., bibl. notes. (Institute for the Study of Deficiency, The Teachers' Educational Library). — Account of the reforms which in the USSR have been introduced at the schools for deaf children by educational research institutions in order to "arm" such children for life. Methods employed from the first primary year until the eighth year in the teaching of language and of other subjects (arithmetic, geography, natural history, drawing, handwork, technical and vocational subjects). Examples showing how lessons may be used for instilling ethical concepts (generosity, courage, patriotism, devotion, affection, comradeship, love of peace and work, etc.). (IBE)

371.913 Speech Defects

D'JAČKOV, A.I. (Ed.). **Materialy naučnoj konferencii po defectologii.** [See 371.912]

371.913 Speech Defects

FARIA DÓRIA, Ana Rímoli de. **Introdução à didática da fala.** [See 371.912]

371.913 Speech Defects — 37 N (∞) International Conferences

FRANKLIN, Alfred White (Ed.). **Word-blindness or specific developmental dyslexia.** Proceedings of a Conference called by The Invalid Children's Aid Association... (London), Pitman Medical Publishing Co., (1962). 148 p., facs., bibl. — Proceedings of the three sessions of the International Conference on Specific Developmental Dyslexia, organized in London in April, 1962, by the Invalid Children's Aid Association. I. Introduction to the subject (definitions, diagnosis and treatment in general); two reports on the treatment of dyslexia in Denmark (at the Word-Blind Institute, Copenhagen) and in France; report on the psychological aspects of dyslexia. II. Three groups of lecturers deal in detail with (a) theoretical aspects, (b) diagnosis and (c) treatment concerning dyslexia. III. Group discussions, general discussion and the conclusions. (IBE)

371.913 Speech Defects

JADOULLE, Andréa. **Apprentissage de la lecture et dyslexie.** [See 372.4]

371.913 Speech Defects — 377.92 Remedial Education

KERN, Artur. **Das rechtschreibschwache Kind.** Zur Phänomenologie und Therapie der Schriftbildschwäche (Wortblindheit, Legasthenie, Lese-Rechtschreibschwäche). Freiburg i.B., Verlag Herder, (cop. 1961). 194 p., fig., tabl., bibl. (Beihefte zur Ganzheitschule, IV). — Analysis, according to a synthetic and global method, of the process involved in reading and spelling. Examination of the types of mistake and handicap observed in schoolchildren. Suitable therapy within the framework of a general education of representation. Nature of dyslexia, teaching methods. Weakness in reading and spelling among children otherwise normally gifted has been studied hitherto mainly from the medical point of view. The present analysis is an attempt to interest teachers and thus avoid the too frequent errors of judgment and in discipline resulting from confusion between character, inability and audio-visual difficulties in such children. (IBE)

371.913 Speech Defects — 377.92 Remedial Education

KIRCHHOFF, Hans & PIETROWICZ, Bernhard (Hrsg.). **Neues zur Lese- und Rechtschreibeschwäche.** Ein Symposium zur Legasthenie. Basel & New York, S. Karger, 1963. 64 p., fig., tabl. (Psychologische Praxis, Schriftenreihe für Erziehung und Jugendpflege, Heft 34). — Respective observations made by two psychologists on dyslexia in children at various stages of primary schooling and which are arranged in four sections: (1) first symptoms; (2) etiology; (3) second symptoms; (4) therapy. (IBE)

371.913 Speech Defects — 377.92 Remedial Education

LINDER, Maria. **Lesestörungen bei normalbegabten Kindern.** Herausgeber: Schweizerischer Lehrerinnenverein & Schweizerischer Lehrerverein. Zürich, Sekretariat des Schweiz. Lehrervereins, 1962. 76 p., fig., bibl. — Work, mainly of a practical kind, intended for primary teaching staff. Discussion concerning the nature of dyslexia, its features and the difficulties of character which accompany it; theories as to the causes of dyslexia; methods employed in its treatment; practical examples. (IBE)

371.913 Speech Defects

WILLIAMS, Rona M. **Speech difficulties in childhood.** A practical guide for teachers and parents. London, [etc.], George G. Harrap & Co., (1962). 184 p., fig., ind. — Nature, origin and possible remedial treatment of speech defects. Based on the practical experience of a family mother who is a qualified speech therapist at a hospital, this guide is not intended to be a substitute for a consultation or for a specialist's treatment. It does, however, offer much common-sense advice while explaining the principles involved and providing a number of exercises for assisting in their task those who have to deal with children suffering from speech difficulties. (IBE)

371.918 Invalid Children — 371.199 (438) Educators of Handicapped Children (Poland)

DOROSZEWSKA, Janina. **Nauczyciel-wychowawca w zakładzie leczniczym.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1963. 468 p., tabl., notes. (Państwowy Instytut Pedagogiki Specjalnej). — Role and duties of the educators engaged at establishments for children suffering from chronic illnesses which prevent them from attending school. Description of these diseases (tuberculosis, rheumatism, asthma, diabetes, nervous disorders, etc.) and of the particular way to educate children afflicted with them. (IBE)

371.92 Mentally Handicapped — 377.91 Medico-psychological and Educational Aid

BRAUNER, Françoise; DESIGNOLLE, Lucy & BRAUNER, Alfred. **Quelques médications psychotropes dans le traitement éducatif des enfants déficients mentaux.** Paris, Librairie Sabri, cop. 1962. 140 p., fig., tabl. (Cahier 1962 du Groupement de recherches pratiques pour l'enfance). — Study on the action of three psychotropic medicines (chlorpromazine, thioridazine and mialamide) administered to mentally handicapped children for assisting the educational efforts. Indication as to the possibilities and value of cooperation between doctors and educators in this connection, etc. The progress achieved as a result of this therapeutical treatment was mainly of a qualitative nature: improvement in learning owing to stability without excessive sedative action in the case of the excited or to arousing of interest in the case of the apathetic; better accomplishment of tasks; improved use of acquired knowledge. Practical conclusions of a medico-pedagogical kind. (IBE)

371.92 Mentally Handicapped

D'JAČKOV, A.I. (Ed.). **Materialy naučnoj konferencii po defectologii.** [See 371.912]

371.92 MENTALLY HANDICAPPED

EGG, Maria. **Mon enfant n'est pas comme les autres.** Guide pour les parents, les amis et les responsables d'enfants débiles mentaux. Traduction française de C. et J. Dubosson. Neuchâtel & Paris, Editions Delachaux & Niestlé, (cop. 1963). 158 p., pl. (Actualités pédagogiques et psychologiques). — French translation of a work originally published under the title " Ein Kind ist anders " by the publisher Schweizer Spiegel, Zurich. (See IBE Bulletin No. 139). (IBE)

371.92 MENTALLY HANDICAPPED — 371.461 RUDOLF STEINER SCHOOLS

GEUTER, Isabel. **Adventure in curative education.** East Grinstead (Sussex), New Knowledge Books, (1962). 177 p., 1 pl. — The author's experience as collaborator of Friedrich Geuter, director of a " Rudolf Steiner Home-School " (in the Midlands, England) for mentally handicapped children. By the love which he bore for the children this man was actually able to cure them; at the same time he sought to satisfy their basic need of family life, etc. In conclusion, articles on various aspects of Steiner's curative education: value of eurhythmy, music, painting, play-acting, etc. (IBE)

371.92 MENTALLY HANDICAPPED

LUR'E, N.B. **Korrekcionno-vospitatel'naja rabota s umstvenno otstalymi det'mi.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 160 p. (Publications of the Institute for the Study of Deficiency). — Article on the education of oligophrenic children. Methods for overcoming difficulties encountered in guiding their behaviour, fixing their attention and bringing about their learning of indispensable knowledge. (IBE)

371.92 MENTALLY HANDICAPPED

PAULHUS, E. **L'éducabilité religieuse des déficients mentaux.** [See 377.1]

371.92 MENTALLY HANDICAPPED

PINSKIJ, B. I. **Psihologičeskie osobennosti dejatel'nosti umstvenno otstalyh škol'nikov.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 319 p., fig., tabl., bibl. (19 p.). — Peculiarities of the mental activity (structure, motivations and dymanics) of mentally handicapped children. Ignorance of these peculiarities results in inability to organize rationally the activity of the backward. This is why it is essential that individual characteristics be studied more thoroughly. The analysis and interpretation of the facts mentioned naturally refer to pupils who are more or less able to follow the courses at special schools. (IBE)

371.92 (∞) MENTALLY HANDICAPPED (VARIOUS COUNTRIES)

SCHONELL, F. J.; McLEOD, J. & COCHRANE, R. G. (Ed.). **The slow learner.** Segregation or integration. St. Lucia, University of Queensland Press, 1962. vii+92 p., fig., tabl., bibl. — Collection of articles by prominent educators and psychologists in several countries (Australia, Canada, Denmark, Japan, Netherlands, New Zealand, Sweden, United Kingdom, United States, USSR) concerning mentally handicapped pupils and the problems raised by their integration in the ordinary schools or their segregation. Each contributor expresses his opinion on the question and describes the current tendency in his country. The points of view – integration or segregation of the mentally handicapped child – are presented without any definite stand being taken for one or the other. The various articles consider the provision of special classes within the ordinary school and their influence on the slow learning child's adjustment to school, the provision of special schools and the education of the mentally handicapped. (IBE)

371.93 MORALLY HANDICAPPED — 377.911 PROBLEM CHILDREN — 37 N (493 + 44 + 43.59) CONFERENCES (BELGIUM, FRANCE & LUXEMBURG)

BRUSSELS. CENTRE D'ÉTUDE DE LA DÉLINQUANCE JUVÉNILE. **La délinquance juvénile et l'école.** Colloque des 11 et 12 mai 1962. Bruxelles, C.E.D.J., 1963. 159 p., ind., app. (Publication No. 11). — Account of a colloquy of teachers and psychologists gathered together for study of the problems relating to thefts committed at school or outside it by young delinquents. Characteristics of the thefts (age, sex, social background and personality of the young thieves, public opinion, reactions of the guilty child and his parents, etc.). What is the school's responsability in the process leading to crime; its role in the early detection of delinquents and future delinquents; the contribution of education institutions in combating juvenile delinquency, etc. (IBE)

371.93 Morally Handicapped — 616.89 Psychiatry

GIBBENS, T. C. N. **Psychiatric studies of Borstal lads.** With the assistance of A. Marriage & A. Walker. London, [etc.], Oxford University Press, 1963. 230 p., fig., tabl., ind., bibl. (Institute of Psychiatry, Maudsley Monographs, No. 11). — Study on psychology and forensic psychiatry in relation to delinquents 17 to 21 years of age, all from the London area and consigned to Borstal institutions. The object of the study was to obtain material for research and comparison statistics on criminal predispositions, (motives and activities, criminal records, case histories, etc.) and to show that in order to establish a prognosis of such cases, it is necessary to supplement psychiatric diagnosis with clinical data of a psychological nature concerning the deviations of personality. The author proposes to follow up subsequent convictions of the offenders, if possible during some years, in order to find what mental abnormality can reveal in regard both to early recidivism and to the recruitement of hardened criminals. (IBE)

371.93 (438) Morally Handicapped (Poland)

JEDLEWSKI, Stanisław. **Nieletni w zakładach poprawczych.** (Warszawa), Wiedza powszechna, 1962. 310 p., tabl., bibl., notes. (Sygnały). — Study of a psychological and sociological nature concerning the influence exercised by reformatories on young delinquents at the different stages of detention (arrest, inquiry, sentence, punishment). The emotional shocks and injuries suffered by these young people warps their judgment and distorts their conceptions of life. Educational steps should not be confined to "straightening" but should limit the damage and compensate it with a view to social rehabilitation. In re-education the role of art, sport and visual entertainments cannot be under-estimated, although nothing can substitute human understanding. (IBE)

371.93 Morally Handicapped — 301 Sociology — 37 P (44) Research and Inquiries (France)

MICHARD, H. et al. **La délinquance des jeunes en groupe.** Contribution à l'étude de la société adolescente. [Paris], Editions Cujas, 1963. xviii+327 p., fig., tabl., bibl. notes (Centre de Formation et de Recherche de l'Education surveillée, Vaucresson; Collection " Enquêtes et Recherches ". 1). — Comprehensive study, descriptive rather than explanatory, conducted with the cooperation of the police services throughout France, on juvenile delinquency of a group character. The analysis of delinquent adolescent society is made in a sociological or psycho-sociological context and the youth involved are considered neither as a myth nor an idol but as a social reality. The cooperation of the police services made it possible to broaden the field of investigation and seek the factors responsible for these groups of young people and for the punishable acts of which they are guilty. (IBE)

371.93 (73) Morally Handicapped (United States)

NEUMEYER, Martin H. **Juvenile delinquency in modern society.** Princeton (N.J.), [etc.], D. Van Nostrand Co., (1961). xi+426 p., bibl., ind., notes. (The Van Nostrand Series in Sociology). — Description and discussion of the problem of juvenile delinquency such as it exists in our constantly changing modern society. Extent of the problem in the United States; the trends, the factors by which the delinquent's behaviour is determined, the means of detection and the social supervision in that country. For the purpose of comparison several references are made to differences in conception and in the amount of delinquency in other countries as well as to the efforts made for dealing with the problem. (IBE)

371.93 (73) Morally Handicapped (United States)

WEBER, George H. **Problems in changing programs in institutions for delinquent children.** (Washington), U.S. Dept. of Health, Education, and Welfare, 1962. 40 p., bibl. (Children's Bureau Publication No. 397-1962). — The misunderstandings in such institutions between the " parents ", the teachers, the superintendant and the newly introduced psychologist and social worker are examined under their various aspects, showing how difficult it is to apply new methods and to create an atmosphere favourable to indispensable cooperation. (IBE)

371.93 Morally Handicapped — 377.91 Medico-psychological and Educational Aid

ZIERL, W. **Kindliche und jungendliche Diebe in Erziehungsberatung und Gutachtenpraxis.** FRIEDMANN, A. **Bemerkungen zum Problem dissozialer Fehlhaltungen und**

**ihrer Behandlung.** Biel, Schweiz, Verlag Institut für Psycho-Hygiene, 1960. 60 p., fig., tabl., bibl. (Arbeiten zur Psycho-Hygiene, Nr. 8). — Analysis of seven cases of stealing in children and adolescents, stressing the motivation and symbolism of these acts. Detailed results of the tests used in the course of each treatment (Behn- Rorschach, Z Test, tree test, Duss fables, Binet-Simon test, etc.) followed by general remarks (by A. Friedmann) on asocial behaviour, its diagnosis and treatment. Family or social pressure is often an unsuitable means. In these cases the effect of adult morality is to make outcasts out of young delinquents to the prejudice of their adequate re-education. (IBE)

371.94 Socially Handicapped

CLÉMENT, Marilène et al. **L'adoption.** [See 347.633]

371.94 Socially Handicapped — 371.44 Systems distinguished by their Social Tendencies: Children's Communities — 377.91 Medico-psychological and Educational Aid

HOFFMANN, Wolfhart. **Die Mitarbeit des Psychologen im Heim für milieugeschädigte Kinder.** Basel & New York, S. Karger, 1962. 160 p., bibl. (Psychologische Praxis, Schriftenreihe für Erziehung und Jugendpflege, Heft 31). — The author writes from his experience in Germany during practical periods spent in the homes for children who are abandoned or have character difficulties and who come from unstable environments. He shows how the psychologist and the educator in their tasks, the theorist and the practical worker by their influence, should assist each other. Emphasis on the decisive role and psychological training of the "mothers" in the children's groups. From the mistakes of adults in connection with re-education in communities it would seem necessary to help with the conversion of the homes into centres where the child can again feel in his "own" home. The book's focus is on character problems and on the necessity of "non-directing" remedial education. (IBE)

371.94 Socially Handicapped

JONES, Eve. **Raising your child in a fatherless home.** [See 371.02]

371.94 Socially Handicapped

ZUMBACH, Pierre. **Parents d'aujourd'hui.** [See 371.02]

371.95 (73) Specially Gifted Children (United States)

LEWIS, Lanora G.; BRYAN, J. Ned & POPPENDIECK, Robert. **Talent and tomorrow's teachers.** [See 378 (73)]

371.95 Specially Gifted Children — 371.308 Education of Judgment — 370.7 (73) Educational Experimentation — 37 N (73) Conferences (United States)

TORRANCE, E. Paul (Ed.). **Creativity.** Proceedings of the third Minnesota Conference on gifted children, October 10-12, 1960. Minneapolis, University of Minnesota, Center for Continuation Study, 1961. 185 p., tabl. bibl., app. (New Educational Ideas). — In view of the fact that gifted children represent an intellectual potential of great value to the national economy and culture the conference proposed the setting up of a special institute for them. This institution would have the task of detecting talent in children early with a view to providing them with an education enabling best use to be made of their exceptional gifts. (IBE)

371.95 Specially Gifted Children — 371.265 Intelligence Tests — 377.9 Aid for the Young

TORRANCE, E. Paul. **Guiding creative talent.** Englewood Cliffs (N.J.), Prentice-Hall, (1963). xi+278 p., fig., tabl., bibl. (16 p.), ind., app. — Experimental research has only recently become concerned with the mind's creative activity as such. The "Minnesota tests of creative thinking" have made it possible to identify systematically a number of characteristics which distinguish invention from other mental activity. After dealing with the psychology relating to creative imagination and with the aims and methods of the tests (details of their application being given in the appendix) the author furnishes by way of example the most recent data in regard to: (a) the factors involved in invention; (b) the stages in its development and the danger that the child may stifle his inventive talent, even perhaps at kindergarten age; (c) the social, emotional and character problems caused not only by the particular nature of creative expression, which separates the inventive child from those of his own age, but also by repression due to coercion or to wrong handling of his desire to create and which leads him either to withdraw within himself or perhaps to the state of schizophrenia. Recommendations concerning the training and qualifications of educators for all schooling levels, but particularly of school administrators and counsellors, in order that the creative talent of the exceptionally gifted child may be preserved and put to advantage. (IBE)

371.95 SPECIALLY GIFTED CHILDREN

TRAPP, E. Philip & HIMMELSTEIN, Philip (Ed.). **Readings on the exceptional child.** [See 371.90]

371.96 (73) CHILDREN BELONGING TO A CERTAIN SOCIAL CLASS — 379.6 (73) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW — 370.47 (73) SOCIOLOGY AND EDUCATION — 37 N (73) CONFERENCES (UNITED STATES)

UNITED STATES. OFFICE OF EDUCATION. **Programs for the educationally disadvantaged.** A report of a conference on teaching children and youth who are educationally disadvantaged, May 21-23, 1962 — Washington, D.C. (Washington), U.S. Office of Education, (1963). v+105 p. (OE-35044, Bulletin 1963 No. 17). — Report dealing with economically poor areas and with the urban, social and home conditions under which educationally disadvantaged children live. These studies, of a sociological and educational kind, show the effort made in certain areas to provide or adapt the schools and programmes in order that hitherto disadvantaged children may be brought within the normal system of education: (1) general review of the problem; (2) a state programme (West Virginia); (3) urban programmes; (4) the Harry E. Wood School, Indianapolis; (5) conclusions. (IBE)

371.97 (42) CHILDREN BELONGING TO AN UNUSUAL SOCIAL GROUP (UNITED KINGDOM)

WHITE, A.C.T. **The story of army education, 1643-1963.** [See 374.61 (42)]

371.98 CHILDREN OF DIFFERENT RACES

DESAMAIS, R. & GINESTE, R. **Face aux enfants.** [See 372.1]

371.98 CHILDREN OF DIFFERENT RACES

GEORIS, Pol. **Essai d'acculturation par l'enseignement primaire au Congo.** [See 372 (675)]

371.98 (931) CHILDREN OF DIFFERENT RACES — 37 N (931) CONFERENCES (NEW ZEALAND)

MAXWELL, Gabrielle M. (Ed.). **Research needed in the education of Maori children.** Proceedings of a conference held in September 1961. Wellington, New Zealand Council for Educational Research, 1962. 26 p. (Bulletin No. 9). — With a view to improvement in the schooling of Maori children the research programme drawn up by the conference, which was convened by the New Zealand Council for Educational Research, relates principally to school organisation and methods, syllabuses, questions of language and communication, personality development and the structure of character. (IBE)

## 372 PRIMARY EDUCATION

372 (44+ ∞) PRIMARY EDUCATION — 37 B (44+ ∞) HISTORY OF EDUCATION — 370.48 (44+42) COMPARATIVE EDUCATION RESEARCH (FRANCE, UNITED KINGDOM AND VARIOUS COUNTRIES) — 37 I COLLECTED WRITINGS BY THE SAME AUTHOR OR SYMPOSIUMS

ARNOLD, Matthew. **Democratic education.** Edited by R.S. Super. Ann Arbor, The University of Michigan Press, (1962). 422 p., notes, bibl., ind. (The complete prose works of Matthew Arnold, II). — The English educator Matthew Arnold (1822-1888) is regarded as one of the precursors of comparative education and this second volume of his prose works includes a detailed account of popular education in France as well as corresponding chapters on the same subject in Switzerland and the Netherlands, where Arnold was sent on a study mission in 1859 to make comparisons with England in regard

**to the functioning of primary education. In addition to the many historical and biographical notes relating to these writings there is an article entitled " A French Eton " on the endeavours made in France in favour of official secondary education, a pamphlet " The Twice-Revised Code " and four anonymously published articles. (IBE)**

372 PRIMARY EDUCATION

DETJEN, Ervin Winfred & DETJEN, Mary Ford. **Elementary school guidance.** [See 377.9]

372 (675) PRIMARY EDUCATION — 37 A (675) EDUCATIONAL SYSTEMS — 370.7 (675) EDUCATIONAL EXPERIMENTATION (CONGO/LEOPOLDVILLE) — 371.98 CHILDREN OF DIFFERENT RACES

GEORIS, Pol. **Essai d'acculturation par l'enseignement primaire au Congo.** Bruxelles, Edition CEMUBAC, 1962. 148 p., fig., tabl., bibl., app. (Centre scientifique et médical de l'Université Libre de Bruxelles en Afrique centrale, LIX). — On the assumption that education plays an important role in acculturation, that is "the acquiring of a culture which is produced by the combination of elements belonging to two cultures present", the author examines the structural composition of education in the Congo (Leopoldville). He endeavours to identify the factors involved (the unstable situations in the Congo since the turn of the century, the knowledge of an educational, social and cultural kind, the physical and psychological development of the African) and suggests ways of reducing the lack of balance found and of improving the education. Experimental study concerning curricula and methods; assessment of the different levels of study; educational organization. Examination of the obstacles to educational development (physical problems, traditional beliefs, maternal education) and of problems of a cultural, political, administrative, economic and social nature as well as that of the importance to be given to education. (IBE)

372 (72) PRIMARY EDUCATION (MEXICO)

MEXICO. SECRETARIA DE EDUCACIÓN PÚBLICA. Oficina de coordinación general de educación preescolar y primaria en la Republica & UNESCO. **Primer seminario para inspectores de educación.** [See 379.31 (72)]

372 (81) PRIMARY EDUCATION (BRAZIL) — 372.1 PRIMARY TEACHING METHODS

MOREIRA, J. Roberto. **Teoria e prática da escola elementar.** (Introdução ao estudo social do ensino primário). Rio de Janeiro, Ministério da Educação e Cultura, Centro Brasileiro de Pesquisas Educacionais, INEP, 1960. 473 p., tabl., bibl. notes. (Publicações do Centro Brasileiro de Pesquisas Educacionais. Série III — Livros-fonte — Vol. 4). — Treatise, for teachers in Brazil, on primary education. Historical bases of education; contribution of sociology and biology; origins and social role of the school, the institution which, mainly due to the crisis in contemporary civilisation, is tending to assume increasing responsibility. Development of primary education in Brazil should consequently be related to national needs and problems. Historical development of the right to education throughout the world and particularly in Brazil. Situation of primary education; its problems, chief among them being the training of teachers. Other matters dealt with: teaching of the different subjects; their place in the curriculum; studying the pupils; administrative tasks connected with school management; rural education; popular education. (IBE)

372 (44) PRIMARY EDUCATION — 371.329 (44) TEXTBOOKS — 371.452 (44) CATHOLIC EDUCATION — 37 B (44) HISTORY OF EDUCATION (FRANCE)

RULON, H.-C. & FRIOT, Ph. **Un siècle de pédagogie dans les écoles primaires (1820-1940).** Paris, Librairie Philosophique J. Vrin, 1962. 230 p., pl., bibl., app., ind. — **Historical account of the methods and textbooks employed at the Ploërmel (France) Institut des Frères de l'Instruction Chrétienne (Brothers of Christian Teaching Institute) since its foundation until these days. At the beginning of the 19th century, teachers were without textbooks to supplement the instruction which they gave to young people and it was the Brothers at Ploërmel who set themselves to remedy the lack by gradually compiling school books for the different subjects taught. The present account is given in relation to the evolution of educational institutions in France during the period concerned. (IBE)**

372 (∞) Primary Education — 373 (∞) Secondary Education — 371.42 (∞) School Reform — 375.05 (∞) Syllabuses — 370.48 (∞) Comparative Education Research (Various Countries)

THOMAS, Jean & MAJAULT, Joseph. **Primary and secondary education.** Modern trends and common problems. Strasbourg, Council for Cultural Co-operation of the Council of Europe, 1963. 160 p., tabl. (Education in Europe, Section II — General and Technical Education — No. 1). — Comparative study of the educational systems and reform projects connected with 18 European countries, to all of which the following problems are common: increased school enrolments; lengthening of the schooling period; adapting the instruction to the new economic and social conditions; differentiated curricula at secondary level; development of educational and vocational guidance. Detailed description of the new patterns received by education due to these concerns as well as of the trends which characterise the changes in curricula and methods. Quantitative and qualitative assessment, accompanied by comparative tables, of the place given to each subject. Proposals which, addressed to the authorities responsible for education in the countries concerned, suggest the matters which should be taken up and studied collectively among these different European countries. (IBE)

372 Primary Education

TUGGENER, Heinrich. **Der Lehrer.** [See 371.1]

372 (5) Primary Education (Asia)

UNESCO. **Meeting of ministers of education of Asia member states participating in the Karachi Plan.** [See 379.50 (5)]

372 (54.25) Primary Education (Nepal)

UPRAITY, Trailokya Nath. **Financing elementary education in Nepal.** [See 379.32 (54.25)]

372.1 Primary Teaching Methods

CUTFORTH, J.A. & BATTERSBY, S.H. **Children and books.** [See 371.391]

372.1 Primary Teaching Methods — 372.3 Educational Methods with Young Children

DAVIS, David C. **Patterns of primary education.** New York & Evanston, Harper & Row Publishers, (1963). xiv+354 p., tabl., bibl., ind., app. (Exploration Series in Education). — Study of the different types of primary education. (a) The significant theories and ideas of educators past and present; patterns of this education; current trends in the curricula (socialization, development, instruction, integration); methods adapted to these trends; play. (b) Choice of the treatment applicable in primary education (methods, techniques, levels of aspiration); detailed account of the three types of treatment proposed by the author. (c) Tasks and problems of primary teachers: testing; contacts with parents; educational tasks; relations with the social environment of the school. (IBE)

372.1 Primary Teaching Methods — 371.98 Children of Different Races

DESAMAIS, R. & GINESTE, R. **Face aux enfants.** Manuel de pédagogie pour les enseignants africains et malgaches. Paris, Collection Bourrelier, Librairie Armand Colin, (cop. 1963). 349 p., fig., tabl., ind. (Carnets de pédagogie pratique). — Guide which, for teachers in Africa and Madagascar, is concerned with the situation and problems in those countries and contains not only a general consideration but also practical advice and examples together with suggested procedure for lessons. A discussion of child development is followed by a review of school organization and of education. Consideration is given also to the African teacher's social role and "extra-scholastic" activity. (IBE)

372.1 (47) Primary Teaching Methods (USSR)

EL'KONIN, D.B. & DAVYDOV, V.V. (Ed.). **Voprosy psihologii učebnoj dejatel'nosti mladših škol'nikov.** [See 370.7 (47)]

372.1 (∞) Primary Teaching Methods (Various Countries)

FÉDÉRATION INTERNATIONALE DES ASSOCIATIONS D'INSTITUTEURS. **L'enseignement des langues étrangères à l'école primaire et la compréhension internationale.** [See 375.13 (∞)]

372.1 Primary Teaching Methods — 375.03 Grouping of Subject Matter. Globalisation

HAZMUKA, Hildegard. **Ganzheitlicher Unterricht in der Volksschule. 2.** durchges. u. erg. Aufl. Österreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, (1961). 173 p., fig., notes, app. — Introduction to the principles of globalisation in education; description of the present situation; suggestions based on twenty years of school practice. This concept is contradictory to the artificial division of what is in actual fact a whole. The purpose of globalisation is to preserve a general approach and appeal to the whole individual. Its application to the general syllabus and to the different subjects is examined in detail. In the appendix: plan for the arrangement of work in the first and second years of the primary course. (IBE)

372.1 Primary Teaching Methods

MACAIRE, F. & RAYMOND, P. **Notre beau métier.** [See 371.14]

372.1 Primary Teaching Methods

MARSHALL, Sybil. **An experiment in education.** [See 375.7]

372.1 Primary Teaching Methods

MICHAELIS, John U. & DUMAS, Enoch. **The student teacher in the elementary school.** [See 371.14]

372.1 Primary Teaching Methods

MOREIRA, J. Roberto. **Teoria e prática da escolar elementar.** [See 372 (81)]

372.1 Primary Teaching Methods

MURRAY, Ruth Lovell. **Dance in elementary education.** [See 375.76]

372.1 Primary Teaching Methods

PENTAGNA, Romanda Gonçalves; BASTOS, Alcy Villela & RODRIGUES, Léa da Silva. **Compêndio de pedagogia.** [See 371.30]

372.1 (73) Primary Teaching Methods — 375.05:372.22 (73) Primary School Syllabuses (United States)

PETERSEN, Dorothy G. & HAYDEN, Velma D. **Teaching and learning in the elementary school.** New York, Appleton-Century-Crofts, (1961). xv+538 p., fig., tabl., bibl., ind. — Guide intended to give the elementary school teacher assistance by bridging the gap which is often found between educational theory and its practical application. Comprehensive account of elementary education in the United States. Historical outline of the American elementary school's development, aims and methods. Detailed suggestions, together with examples of lessons, for the teaching of the various curriculum subjects. Procedures for assessment of pupil achievement. (IBE)

372.1 Primary Teaching Methods — 370.46 Educational Psychology

SCHMIDT, Wolfgang. **Neuzeitliche Volksschularbeit.** Unter besonderer Berücksichtigung ganzheits- und gestaltpsychologischer Erkenntnisse oder Versuch einer psychologischen Didaktik. Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1962). 108 p., fig., bibl. — Work dealing with the psychology of pedagogy and based on eleven years' systematic practical experience at the Worms Higher School of Pedagogy. Theory and practice in school work adapted to the new concepts of education and taking into account the psychology of the whole *(Ganzheitspsychologie)* and the psychology of form *(Gestaltpsychologie)*. The child mind considers, analyses and expresses the part in relation to the whole. Effective teaching helps the child to give reality to his concepts by providing him with school work which is individual, shared and collective at the same time. The practical problem of ensuring concentration and learning requires of the educator an adequate understanding of the child's mind and of the process of its development (IBE)

372.1 PRIMARY TEACHING METHODS

SEALEY, L.W. & GIBBON, V. **Communication and learning in the primary school.** Oxford, Basil Blackwell, 1962. VIII+184 p., pl., bibl., app. — On the assumption that learning in the nursery and primary school depends largely both on the different kinds of relationships which children are required to establish with their surroundings and on the need for such surroundings to be adjusted to the environment the authors discuss the work carried out in this connection at many primary schools. Suggestions concerning the following: climate to be created; suitable material and equipment; dramatisation; dancing; physical education; group work; development of vocabulary; puppetry; teaching of reading and writing; composition; employment of construction materials in the teaching of mathematics; teaching machines; music and science in the primary school, etc. (IBE)

372.1 (47) PRIMARY TEACHING METHODS (USSR)

SOROKINA, A.I. (Ed.). **Aktivizacija obučenija i vospitanija v načal'nyh klassah.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 191 p., fig., tabl., bibl. notes. — Collected material dealing with the intensification of educational and teaching work in elementary classes. This improvement is considered from several aspects: (a) the forming and development of concepts and the children's conscious use of them in activities; (b) the teacher's creative work in order to give well balanced lessons in which all the factors are made to contribute. A few articles are devoted to moral education, regional studies and the family-school relationship. (IBE)

372.1 PRIMARY TEACHING METHODS

STERN, H.H. (Ed.). **Foreign languages in primary education.** [See 375.13 (∞)]

372.1 (438) PRIMARY TEACHING METHODS (POLAND)

SUCHODOLSKI, Bogdan (Ed.). **Szkoła podstawowa w społeczeństwie socjalistycznym.** [See 372.22 (438)]

372.1 PRIMARY TEACHING METHODS

UNESCO. **The teaching film in primary education.** [See 371.364]

372.1 PRIMARY TEACHING METHODS

WALTERS, Elsa H. & GRANT, Margaret. **School methods with younger children.** [See 371.14]

372.1 (47) PRIMARY TEACHING METHODS (USSR)

ZANKOV, L.V. **O načal'nom obučenii.** [See 372.22 (47)]

372.21 (45) PRE-PRIMARY EDUCATION (ITALY)

GAMBARO, A; CALÒ, G. & AGAZZI, A. **Ferrante Aporti nel primo centenario della morte.** [See 37 C]

372.21 (45) PRE-PRIMARY EDUCATION — 379.39 (45) SCHOOL MANAGEMENT — 379.31 (45) SCHOOL INSPECTION — 37 N (45) CONFERENCES (ITALY)

ITALY. CENTRO DIDATTICO NAZIONALE PER LA SCUOLA MATERNA. **La funzione direttiva nella scuola materna.** Conclusioni del convegno del Passo della Mendola, 11-18 luglio 1960. Brescia, S.D.N.S.M., 1962. 184 p., tabl., app. — Report on a national meeting held for studying and defining the duties of nursery school principals and inspectors in Italy and which was attended by representatives of the Ministry of Education, communal authorities and trade-union organizations. The topics considered relate on the one hand to the internal organization of a would-be autonomous education, on the other hand to the different tasks of those who are responsible. Reference is also made to the training of the principals and to their privileges. (IBE)

372.21 PRE-PRIMARY EDUCATION

ODIER-DOLLFUS & LÉANDRI, Françoise. **La santé de l'enfant à l'école maternelle.** [See 371.71]

372.21 (44) PRE-PRIMARY EDUCATION (FRANCE)

SOURGEN, H. (Ed.). **L'éducation des jeunes enfants.** [See 372.3 (44)]

372.21 (47) Pre-primary Education — 372.3 (47) Educational Methods with Young Children (USSR)

SUROVCEVA, A. V. (Ed.). **Doškol'naja pedagogika.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 383 p., notes. — Collection of lectures delivered at the Pre-primary Teaching Institute in Moscow as well as of studies undertaken by the central Further Medical Training Institute and a group of pre-primary method specialists. Picture of pre-school organization in the USSR and description of the methods used. Problems relating to intellectual development and aesthetic education. General accounts of the role of pre-school establishments; relationships existing or to be established with parents whose task, in the last analysis, should contribute to the work of the kindergarten and its supervision. (IBE)

372.21 Pre-primary Education

TAYLOR, James L.; GORE, Lillian L. & GABBARD, Hazel F. **Functional schools for children.** [See 371.6]

372.21 (∞) Pre-primary Education — 379.96 (∞) Educational Statistics — 370.48 (∞) Comparative Education Research (Various Countries)

UNESCO. **Pre-school education.** Paris, Unesco, (cop. 1963). 104 p., tabl. (Statistical reports and studies). — Statistical study of the position and development of pre-school education in 116 countries and territories. Number of establishments, teachers and enrolled pupils; percentage of girls in relation to the total number of pupils; age of pupils; public education and private education. Summary tables and comparative analysis. (IBE)

372.22 (81) Primary Schools — 379.63 (81) School Attendance — 379.96 (81) Educational Statistics (Brazil)

BRAZIL. MINISTÉRIO DA EDUCAÇÃO E CULTURA. Serviço de Estatística da Educação e Cultura. **Comentários sôbre o ensino primário.** Rio de Janeiro, M.E.C., 1961. 131 p., fig., tabl. — Commentary, accompanied by statistics, on primary education in Brazil. Based on the 1950 censorship figures and on inquiries conducted in 1956, the collected data is arranged in relation to three large regions, namely the North West, the North East and the South. (IBE)

372.22 (45) Primary Schools (Italy)

SPEZZAFERRO, Virginia. **L'esame del libro di testo.** [See 371.329 (45)]

372.22 (438) Primary Schools — 372.1 (438) Primary Teaching Methods (Poland) — 377.343 Socialist Education

SUCHODOLSKI, Bogdan (Ed.). **Szkoła podstawowa w społeczeństwie socjalistycznym.** Wrocław, [etc.], Zakład norodowy im. Ossolińskich, Wydawnictwo Polskiej Akademii nauk, 1963. 238 p., tabl., notes, app. (Monografie pedagogiczne, Tom XI). — Discussion concerning the functions and role of primary schools in socialist society generally, together with a detailed account of the organization of primary education in Poland. Various aspects of such education, the aim of which is a training where individual qualities and needs are in harmony with community requirements and duties and where there is no conflict between personality and a society for which the free unfoldment of the individual's abilities and altruistic aspirations is an aim of paramount importance. The organization of work and the choosing of methods for the first four grades and for grades V to VIII in the various types of primary level school. Consideration of each subject taught in the different grades. (IBE)

372.22 (43) Primary Schools (Germany)

UHLIG, Gottfried. **Bourgeoisie und Volksschule im Vormärz.** [See 379.81 (43)]

372.22 (47) Primary Schools — 372.1 (47) Primary Teaching Methods (USSR)

ZANKOV, L.V. **O načal'nom obučenii.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 199 p., tabl., bibl., notes. (Institute of Educational Theory and History). — Reforms in structure and method are involved in the new tasks of the Soviet school. As regards theory, an endeavour must be made to resolve at primary level the problem represented by the interdependence of education and the school-child's general development. Discussion of the practical situations arising when pupils proceed from the four-year to the three-year primary stage. According to the author, certain methods involved in the new trends must be revised and again adapted in order to take account of the fact that no absolute divisions can be made between the ages and that it is of paramount importance to instil in pupils a general idea of the world according to natural phenomena and human activity; distinctions should not be introduced until later. (IBE)

372.221 ELEMENTARY PRIMARY EDUCATION

TAYLOR, James L.; GORE, Lillian L. & GABBARD, Hazel F. **Functional schools for children.** [See 371.6]

372.223 (430.2) SENIOR PRIMARY SCHOOLS (FEDERAL REPUBLIC OF GERMANY)

ROTH, Heinrich & BLUMENTHAL, Alfred (Hrsg.). **Schule und Arbeitswelt.** [See 375.85 (430.2)]

372.3 EDUCATIONAL METHODS WITH YOUNG CHILDREN

DAVIS, David C. **Patterns of primary education.** [See 372.1]

372.3 EDUCATIONAL METHODS WITH YOUNG CHILDREN

HUME, Emily Gertrude. **Insegnamento e apprendimento nella scuola per l'infanzia.** Traduzione di Maria Costa Corda. Firenze, "La Nuova Italia" Editrice, (1962). xxv+257 p., fig., bibl., ind., app. (Educatori antichi e moderni, CLXXI). — Italian translation of the book "Learning and teaching in the infants' school" published by Longmans, Green & Co., London, in 1938. (See IBE Bulletin No. 53). (IBE)

372.3 EDUCATIONAL METHODS WITH YOUNG CHILDREN

KORSUNSKAJA, B.D. (Ed.). **Voprosy obučenija i vospitanija gluhih doškol'nikov.** [See 371.912]

372.3 EDUCATIONAL METHODS WITH YOUNG CHILDREN

LONDON. UNIVERSITY. INSTITUTE OF EDUCATION. **First years in school.** [See 370.46]

372.3 EDUCATIONAL METHODS WITH YOUNG CHILDREN — 376.5 EARLY CHILDHOOD

NIJKAMP, W.M. **Das Kleinkind in seiner Gemeinschaft.** Ein Ratgeber für Eltern und Kindergärtnerinnen. Übersetzt und bearbeitet von U. Beermann. Braunschweig, Georg Westermann Verlag, 1962. 151 p., tabl., bibl., ind. — German translation of a Dutch work published under the title "De kleuter in de gemeenschap" by the publisher J.B. Wolters, Groningen, in 1953. (See IBE Bulletin No. 120). (IBE)

372.3 EDUCATIONAL METHODS WITH YOUNG CHILDREN

SATORY, Elisabeth. **Das Kindergartenjahr.** 2. Aufl. (Graz, [etc.]), Verlag Styria, (cop. 1961). 299 p., fig. — Guide to help kindergarten teachers and family mothers in satisfying the child's interests, which are ever increasing whether at home or in the classroom. Ample list of suggested poems, riddles, songs, games, mimes, puppets, rounds, handwork and children's plays, which are arranged according to the seasons and annual festive days. (IBE)

372.3 (44) EDUCATIONAL METHODS WITH YOUNG CHILDREN — 372.21 (44) PRE-PRIMARY EDUCATION — 37 N (44) CONFERENCES (FRANCE)

SOURGEN, H. (Ed.). **L'éducation des jeunes enfants.** Problèmes d'aujourd'hui — Congrès des écoles maternelles — Nice 1962. Paris, Librairie Armand Colin, (cop. 1964). 127 p. (Collection Bourrelier, Cahiers de pédagogie moderne, 30). — Work which takes as basis the topic "Changes in nursery school teaching from 1920 until 1960" chosen for the national Congress of Nursery School Teachers (Nice, 1962) and consists of two parts. I. Reports in which different prominent members of the teaching profession deal with (a) the present situation and the future as regards the development of nursery schools, (b) the history and causes of change in nursery school education, (c) the evolution which contemporary psychology has brought about in the education of young children. II. Various activities of the French nursery school, showing the latter's features at the present. The book constitutes an ample and varied source of information on the methods and practices of an education which allows freedom to the child's energy. (IBE)

### 372.3 Educational Methods with Young Children

STURMEY, Constance (Ed.). **Activity methods for children under eight.** [See 371.43]

### 372.3 (47) Educational Methods with Young Children (USSR)

SUROVCEVA, A.V. (Ed.). **Doškol'naja pedagogika.** [See 372.21 (47)]

### 372.3 Educational Methods with Young Children

ZAVOLI, Cesare. **La scuola dei bambini.** Guida per le educatrici dell'infanzia. 2 vol. Modena, Editrice Marverti, s.d. 256 p. & 213 p., fig., pl. — Description of existing programmes and of the principal methods (Montessori, Agazzi, Froebel, etc.) which are designed for nursery school education. The world of the young child is made clearer by the way in which the conditions for his life and work are envisaged and by the paramount importance of the premises in which he is to develop (much space is reserved for the garden, where he learns about and follows nature's course). Emphasis on the dominant role of the teacher who, by reason of her delicacy and foresight, must be to the children more than a mother. (IBE)

### 372.32 Montessori Method

BUYTENDIJK, F.J.J. **Erziehung zur Demut.** [See 371.450]

### 372.32 Montessori Method

ITALY. CENTRO DIDATTICO PER LA SCUOLA MATERNA (Brescia). **Maria Montessori a dieci anni dalla morte.** [See 37 C]

### 372.32 Montessori Method

LUBIENSKA DE LENVAL, Hélène. **La méthode Montessori.** Esprit et technique. Nouvelle édition. Paris, Editions Spes, (1962). 126 p., fig. (Centre d'études pédagogiques). New edition of a French work dealing with the Montessori method and originally published under the same title in 1947 by Spes. (See IBE Bulletin No. 84). (IBE)

### 372.32 Montessori Method — 37 C Life and Work of Educationists

SCHULZ-BENESCH, Günter. **Der Streit um Montessori.** Kritische Nachforschungen zum Werk einer katholischen Pädagogin von Weltruf. Mit einer internationalen Montessori Bibliographie. 2. Aufl. Freiburg i. B., [etc.], Herder, (1962). 223 p., app., bibl. (27 p.), notes. (Schriften des Willmann-Instituts München - Wien). — Second edition of a discussion concerning the various research work undertaken since the beginning of the 20th century on Maria Montessori and her teaching. Examination of the most controversial aspects of her work (naturalism, intellectualism, individualism). Causes of the misunderstandings. M. Montessori's personal attitude to religion and the Church; her teaching and religious instruction. In the appendix: history of the Montessori method in Germany; biographical article; original quotations, etc. (IBE)

### 372.37 Toys

HUBER, Johanna. **Ocupaciones infantiles.** [See 371.866]

### 372.4 Reading

BLIGNAUT, C.M. **Inleiding tot leseonderrig.** ('N handleiding vir studente). Johannesburg, Afrikaanse Pers-Boekhandel, 1963. 234 p., fig., bibl. — Teacher's guide containing a detailed analysis of the different stages in teaching to read Afrikaans. Review of the means by which children's reading ability may be revealed. Description of some simple procedures which, with the use of basic material, can make reading lessons more entertaining. Consideration of backwardness in reading, of its various psychological causes, etc. and the remedial methods. (IBE)

### 372.4 Reading

GANS, Roma. **Common sense in teaching reading.** Indianapolis & New York, The Bobbs-Merrill Co., (1963) xi+414 p., bibl., ind. — Discussion of teaching and learning, both at home and at school, to read. What is taught and what should or could be taught at each stage. Examples furnished by the author's observations and experience. I. How at home and at school the child learns to read; attitudes adopted and methods used in each of these environments; relationship in each case with educational aims. II. Main problems encountered by schools in teaching today's children to read. (IBE)

372.4 Reading — 375.101 Elocution. Reading. Phonetics — 37 P (73) Research and Inquiries (United States)

HARRIS, Albert J. **Readings on reading instruction.** New York, David McKay Co., 1963. xiii+466 p., bibl., ind. — Articles and short accounts written by different American specialists between 1941 and 1962, together with reports on experiments and research, in regard to reading and its teaching. General consideration of the subject (psychological aspects, reading readiness, tests, syllabus, teaching methods, ...). Problems involved in actual reading (word perception and phonics, vocabulary, reading for meaning, interest, reading in content areas, oral reading, ...). Related problems (materials for reading, reading for the gifted and the retarded). (IBE)

372.4 Reading — 371.913 Speech Defects

JADOULLE, Andrée. **Apprentissage de la lecture et dyslexie.** Liège, Georges Thone, Editeur, 1962. 332 p., tabl., bibl. (Education et culture). — Analysis of the difficulties encountered in the teaching of reading and spelling to children. Favourable conditions for effective teaching, taking into consideration factors such as intelligence, family background, etc.; particular importance of detecting left-handedness in the child by studying the laterality of the hand, foot, ear, eye (techniques and tables), the sense of time and space and the symbolic function. On this information and the notion of dyslexia is founded a preventive and remedial procedure for the teaching of reading, account being taken of the problems raised by the global method. (IBE)

372.4 Reading

MALMQUIST, Eve. **Skrivmaskiner i den elementära läs- och skrivundervisningen.** [See 375.92]

372.4 Reading — 377.92 Remedial Education

MORRIS, Ronald. **Success and failure in learning to read.** London, Oldbourne, (1963). 176 p., bibl., ind. — Information for educators, for those engaged in teaching the initial stages of reading and for those who give remedial instruction in reading. Significance of reading: its value in the modern world, learning to read (success or failure) and the repercussions of these factors on the adjustment of the individual to a society founded on the written language. Different teaching methods; reading comprehension and its bases; development of the intellectual faculties from the initial stage until the most advanced levels of reading; improvement of the techniques and habits of study at secondary and higher level. Tests; remedial instruction in reading and its practical applications. (IBE)

372.4 Reading — 377.92 Remedial Education — 374.8 Courses for the Illiterate

MOXON, C.A.V. **A remedial reading method.** London, Methuen and Co., (1962). 129 p., fig. — Account of a remedial method which, intended for the reading of English as mother tongue, was tried out over a period of years with pupils and people of all ages who experienced difficulty in reading. In this method, which has proved not only valuable for teaching illiterate adults to read but also applicable for the teaching of English to foreigners by the direct method, use is made of educational games (card playing, completing of words and pictures, colour codes, etc.) which can be constructed by the teacher himself. (IBE)

372.4 Reading

MÜLLER, Ernst. **Zur Problematik des Schullesebuches für Zehnjärige, mit besonderer Berucksichtigung seines Wortschatzes und seines Weltbildes.** [See 375.12]

372.4 Reading — 375.101 Elocution. Reading. Phonetics

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION (United States). **Development in and through reading.** Part I. Edited by Nelson B. Henry. Chicago, The University of Chicago Press, 1961. xviii+406 p., tabl., bibl. notes, ind. (N.S.S.E., 60th Yearbook). — Sixtieth Yearbook of the N.S.S.E., on learning to read in its developmental aspects. The following topics are treated in detail: characteristics of child development; different kinds of reading ability in pupils; effect of the environment on reading ability; importance of motivation and interest as factors of progress in reading; contribution of language study in the teaching of reading; effect of reading on the progress made in other subjects; use of audio-visual materials in reading instruction; maintaining a balance in the different levels of reading ability. (IBE)

### 372.4 READING

PAPPAS, George. **Reading in the primary school.** Melbourne, [etc.], Macmillan and Co., 1962. xv+226 p., fig., tabl., bibl., app. — Intended for primary teachers, a book dealing with the teaching of reading and with its importance in the adult world, its place in the schoolchild's life and its educational aims. Main topics treated: the different skills necessary in learning to read (acquiring a basic vocabulary, recognising new words, etc.); programmes (examples of activities, textbooks, materials, etc.); individualised reading; reading in order to learn; various types of tests; remedial reading; efficient and rapid reading in the primary school; school libraries and the reading programme. The appendix contains information to assist the teacher and examples of reading exercises. List of tests for classroom use. (IBE)

### 372.4 READING

SILVEIRA, Juracy. **Leitura na escola primária.** Rio de Janeiro, Ministério da educação e cultura, Centro brasileiro de pesquisas educacionais, INEP, (1960). 310 p., fig., pl., tabl., bibl., app. (Publicações do Centro brasileiro de pesquisas educacionais, Série II — Livros de texto — Vol. 3). — Teacher's guide for instruction in reading in the primary school. Discussion of the following matters: (a) the cultural value of reading; (b) the employment of reading at school and outside it; (c) guided activities and educational games designed to develop in the child a love of books; (d) the different steps in learning to read and ways of evaluating the progress achieved; (e) the teaching and the different methods applicable in this subject (group work, reading aloud, silent reading, etc.); (f) the reading handicaps encountered and remedial steps. (IBE)

### 372.4 READING — 375.107 POETRY

SINGER, Kurt. **Lebendige Lese-Erziehung.** Grundlegung und Praxis des Leseunterrichts. München, Ehrenwirth Verlag, s.d. 175 p., bibl., ind. — Thanks to global methods, children from the beginning regard reading as looking for the meaning of a word or sentence. After the initial stage, that of the spoken word, reading very soon involves intellectual effort as the written word comes to be understood without intervention of the spoken word. This process is important and must not be thwarted as a result of keeping the child too long at the first stage and of insisting on reading skill (*Lesefertigkeit*) before the comprehension. As soon as the pupil is ready for it he should proceed to silent reading as this gives a feeling of success and of greater attainment while allowing him to advance at his own pace. The process in the individual is assisted if pupils are grouped according to their progress. To maintain their interest the teacher should alternate individual work with class work and group work, while reading should be alternated with reflection, writing and oral expression. The final section of the book deals with poetry at school. (IBE)

### 372.4 READING

SMITH, Nila Banton. **Reading instruction for today's children.** Englewood Cliffs (N. J.), Prentice-Hall, (1963). xii+594 p., fig., tabl., bibl., ind. — Information intended to acquaint students and teachers with theoretical aspects of reading as well as with relevant research and the possibilities of its application to the teaching of children in the classroom at the present time. Reading instruction during recent years and prospects for the future: close relation between the factors of progress in reading and other aspects of child development; relationship between reading and the other language arts. Learning of the basic reading skills at all levels of primary schooling; development of an interest and taste for reading; preparation for learning to read in the kindergarten and first primary year; teacher-parent relationships in this connection. Suggestions and additional examples for fixation of knowledge. (IBE)

### 372.4 READING — 371.34 TEACHING MATERIAL — 374.8 COURSES FOR THE ILLITERATE

UNESCO. **Simple reading material for adults: its preparation and use.** (Paris), Unesco, (1963). 95 p., fig., tabl., pl., bibl., app. (Manuals on adult and youth education, 3). — Information which, on writing and publishing for the benefit of new literates, is intended to guide those who write, illustrate or publish reading material. Although tried out and proved effective in many countries, the procedures recommended should be adapted to local circumstances and needs. (IBE)

372.4 Reading

WINKLER, Christian. **Lesen als Sprachunterricht.** [See 375.101]

372.4 Reading

WITTWER, J. **La lecture et sa compréhension en troisième primaire tunisienne.** [See 375.13]

372.5 Writing

BASURTO GARCIA, Alfredo. **La escritura.** Mexico, Luis Fernández G., (1959). 137 p., fig., bibl. (Ensayos pedagogicos, XXVII). — Essay on the teaching of handwriting the importance of which subject is somewhat minimised at the present due to the fact that most are disconcerted by the contradiction between the different views and theories voiced on the matter. Use of the typewriter also is partly responsible for the crisis through which the teaching of writing is passing. The dispute between supporters of script writing and cursive writing as being more or less suitable for giving a clear and readable handwriting. Necessity of supervising the proper forming of letters during the initial stage of teaching by ensuring that the pupil is not submitted to any influence which is extraneous to that of the school. Role belonging to visual work and handwork as aids in the teaching of writing. (IBE)

372.5 Writing

CALMY, G. **Comment faire?... les exercices graphiques.** Manuel de pédagogie pratique pour les écoles maternelles, les classes enfantines, les jardins d'enfants et les cours préparatoires. [Paris], Fernand Nathan, (1963). 64 p., fig. (L'éducation enfantine). — Method for guiding children in their first writing lessons by means of which they pass from the scribbling stage to that of handwriting. Rendered easy to teach by numerous models and detailed explanations these lessons further the child's intellectual development and prepare him for writing. (IBE)

372.5 Writing — 375.92 Shorthand, Typing — 375.101 Elocution. Reading. Phonetics

INNOCENZI, Andrea. **Celere scrittura e rapida lettura.** Roma, Tipo Litografia R. Pioda, (1963). 134 p., fig., bibl., notes. — Addressing himself to the problems raised by the necessity for rapid writing and reading, the author reviews the different types of handwriting and comes to the conclusion that English cursive and a vertical joined writing both present difficulties as regards outline and reading; they can be profitably substituted by a type of writing derived from printed characters. Description of the various proposals made in the latter connection since 1933 and of some types of writing taught in several European countries. Research for devising the ideal type of writing which combines, although in slightly modified form, the respective advantages of printing and ideographic writing, namely clarity and rapidity. Criteria for choosing a stenographic type of writing; consideration of the different shorthand machines; requirements of a machine which may combine the advantages of the typewriter with those of a shorthand machine and thus make it possible to reproduce a speaker's words directly in clear language without the intervening process of transcription. In connection with reading, the book concludes with a discussion on procedures for reading quickly and profitably at the same time and on methods employed for training to read quickly. (IBE)

372.5 Writing — 375.7 Art Teaching — 375.91 Handicrafts — 371.73 Physical Education

LEIF, J.; DÉZALY, R. & RUSTIN, G. **Didáctica de la escritura y de las asignaturas especiales.** Traducción de Juan Jorge Thomas. Buenos Aires, Editorial Kapelusz, (1963). xi+235 p., tabl., bibl. notes. (Biblioteca de Cultura Pedagógica). — Spanish translation of the fourth issue (originally published under its French title "L'écriture, les enseignements spéciaux" by the Librairie Delagrave, Paris, in 1960) in the series "Pédagogie spéciale". (IBE)

372.5 Writing

MAÍLLO, Adolfo. **Reflexiones pedagogicas sobre la historia de la escritura.** Madrid, Centro de documentación y orientación didáctica de enseñanza primaria, 1962. 70 p., bibl. (Biblioteca de "Notas y Documentos"). — Expression (psychological assumption) and communication (social assumption) are considered to be at the origin of language.

The evolution of these two assumptions has been dictated by the predominant influence which the social needs of communication have over the individual requirements of expression and represents the path traversed by writing from the time of dynamic melody to that of the letter. Outline of some general rules governing methods in writing and which are deduced from its history. Value of genetic, logical and psychological methods in early writing lessons. (IBE)

372.5 WRITING

MALMQUIST, Eve. **Skrivmaskiner i den elementära läs- och skrivundervisningen.** [See 375.92]

372.6 NUMBER WORK

BRANDAU, Walter; BENISCHKE, Erna & LABACK, Johanna. **Menge und Zahl.** Ganzheitliche Rechenarbeit im ersten und zweiten Schuljahr. Graz & Wien, Leykam Pädagogischer Verlag, (cop. 1962). 182 p., fig., bibl. — Elementary arithmetic textbook based on Wittmann's methods as used in schools in Styria (Austria). The plan follows the school year (four terms of ten weeks) for the first and second classes and the vocabulary and examples are adapted to the child's interests. The global method is based on notions (whole, group, quantity, row) which are applied to the five basic operations. In the case of each lesson there are typical figures and elementary material enabling them to be represented and drawn. The observation of composite units, their decomposition, number formation, calculation, etc. determine the dialogue and the exercises in deduction or simple mechanical repetition. These exercises are related to centres of interest and to seasonal activities. (IBE)

372.6 NUMBER WORK — 371.34 TEACHING MATERIAL

DAVIS, Dorothy. **Some thoughts on mathematical apparatus in the infants' school.** Digswell Place (Herts.), James Nisbet and Co., (1962). 122 p., fig., tabl., bibl. — Practical guide, illustrated with many examples, to assist teachers in regard to the different material which can be employed in teaching elementary mathematics to children 5 to 7 years old. Description; roles; classification according to pupil age and the operation to be taught; design; construction. Mathematical concepts and vocabulary in connection with games and experiences; knowledge of numbers; the four operations; relation of the number concept to reading and writing. Real life situations, simplified and appropriate to the classroom work, for explaining the use of money and the application of the concepts of weight, length, volume, time, etc. Mathematical apparatus in connection with testing. (IBE)

372.6 NUMBER WORK — 375.31 ARITHMETIC

MOTT, E.M. **First steps in practical number work.** London, Evans Brothers, (1961). 128 p., fig., pl. — Handbook for teachers of infants and lower junior classes describing early number work. Practical exercises illustrating the use of money in everyday life; measurements of length, weight, volume and time; multiplication tables; division and fractions. (IBE)

372.7 EDUCATION OF THE SENSORY AND MOTOR NERVES

GRZĘSKA, Anna. **Zajęcia ruchowe w przedszkolu.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 316 p., fig., tabl., bibl. — Definition, aims and usefulness of physical exercises and " motory activities " in the kindergarten. A teacher reports her observations and draws attention to the inadequacy, at least numerical, of theoretical books and practical guides capable of interesting educators who have charge of pre-school establishments, particularly the beginners. Description of the various kinds of games and exercises most widely used in pre-school education. (IBE)

372.7 EDUCATION OF THE SENSORY AND MOTOR NERVES

LOVERA, Teresa. **Tecnica e didattica dell'educazione fisica.** Per le educatrici dell'infanzia e le alunne delle scuole magistrali. Brescia, "La Scuola" Editrice, (1961). 126 p., fig. ("Infanzia e educazione", Serie didattica). — Collected exercises and games, illustrated with sketches and photos, for the assistance of Italian teacher college students in connection with theory and practice in physical education at nursery schools. Description of the material; explanation of the terminology; consideration of the benefit derived from physical education. (IBE)

372.7 Education of the Sensory and Motor Nerves

MEDEIROS, Ethel Bauzer & MACHADO, Edvete R. da Cruz. **108 jogos para jardim de infância.** [See 371.382]

372.7 Education of the Sensory and Motor Nerves

ZAPOROŽEC, A.V. & USOVA, A.P. (Ed.). **Sensornoe vospitanie doškol'nikov.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 228 p., fig., tabl., bibl. notes. (Institute of Pre-primary Education). — Concept and practical aspects of education of the sensory nerves in the case of young children. Experiments and research on procedures for developing visual, tactile, motor and aural perception in the child during his various activities; effect of such education on his intellectual training. (IBE)

372.8 Spontaneous and Expressive Activities

DEAN, Joan. **Art and craft in the primary school.** [See 375.72]

372.8 Spontaneous and Expressive Activities

HARTKE, Friedrich. **Die Seele des Kindes in Zeichnung und Schrift.** [See 371.264]

372.8 Spontaneous and Expressive Activities

IGNAT'EV, E.I. **Psihologija izobrazit'noj dejatel'nosti detej.** [See 375.72]

372.8 Spontaneous and Expressive Activities

PIAZ, Riccardo dal. **Linguaggio grafico e arte infantile.** [See 375.72]

372.8 Spontaneous and Expressive Activities

THOMAZI, Jacques. **Le bonhomme et l'enfant.** [See 375.72]

# 373 SECONDARY EDUCATION

373 (73) Secondary Education (United States)

BUCHER, Charles A.; KOENIG, Constance & BARNHARD, Milton. **Methods and materials for secondary school physical education.** [See 371.73 (73)]

373 (73) Secondary Education (United States)

CONANT, James Bryant. **Slums and suburbs.** [See 370.47 (73)]

373 (45) Secondary Education — 37 P (45) Research and Inquiries (Italy) — 376.7 Adolescence

CURCI, Angelo Vincenzo. **Questa scuola.** Opinioni di studenti. Roma, Unione cattolica italiana insegnanti medi, 1959. 120 p., tabl. (" Luce nella professione "). — Results of an inquiry conducted among about 500 pupils in the final three classes at Italian general secondary schools and vocational schools. The pupils' opinions concerning school provide the basis for essays on the adolescent's mentality in today's world and on the role which the school should play, whether from the educational or social point of view, in furnishing him not only with instruction but also with the training which he needs in his encounter with present-day life. (IBE)

373 (45) Secondary Education (Italy)

GIANNARELLI, Roberto & PACE, Gaetano. **Il preside di scuola secondaria.** [See 379.39 (45)]

373 (44) Secondary Education (France)

NATANSON, Jacques & PROST, Antoine. **La révolution scolaire.** [See 371.42 (44)]

373 (73) SECONDARY EDUCATION

STILES, Lindley; McCLEARY, Lloyd E. & TURNBAUGH, Roy C. **Secondary education in the United States.** New York & Burlingame, Harcourt, Brace & World, (1962). XII+528 p., fig., tabl., bibl., ind. — To secondary and higher education belongs the responsibility of guiding and educating the politicians and technicians and of preparing them for the tasks imposed by future events. In today's world, however, the increasing tempo produces problems in regard to teaching, organization and technical efficiency and the educator consequently asks what plans the government has for meeting the inevitable expansion in public education. What are the individual secondary schools doing to satisfy the requirements of technical education, to accommodate ever increasing numbers of students and to organize the latter's work and leisure? How to discover the young talent at a time when it is essential to employ all available human resources? Such questions and others are discussed on the basis of the experience possessed by the authors, who offer suggestions of a practical nature (setting up and financing of additional colleges, training of teachers, etc.) for bringing education into step with progress. (IBE)

373 (∞) SECONDARY EDUCATION (VARIOUS COUNTRIES)

THOMAS, Jean & MAJAULT, Joseph. **Primary and secondary education.** [See 372 (∞)]

373 (∞) SECONDARY EDUCATION (VARIOUS COUNTRIES)

**World survey of education. III. Secondary education.** [See 37 A (∞)]

373 (549) SECONDARY EDUCATION — 371.6 (549) SCHOOL BUILDINGS (PAKISTAN)

ZARIF, Qazi Mohammad. **A guide to the requirements of secondary schools in West Pakistan.** Lahore, The West Pakistan Bureau of Education, 1963. 51 p., fig., tabl., app. (Publications and Reference Documents of West Pakistan Bureau of Education). — Detailed information concerning the design, construction and equipment of school premises, including the school grounds, the material and supplies, the library, the conditions necessary for effective teaching (as regards the teachers and the curriculm), etc. New methods in the organization and administration of secondary schools in West Pakistan. (IBE)

373.1 (430.2) SECONDARY GENERAL CULTURE EDUCATION (FEDERAL REPUBLIC OF GERMANY)

BONN. BUNDESZENTRALE FÜR HEIMATDIENST. **Möglichkeiten und Grenzen der politischen Bildung in der Höheren Schule.** [See 377.34 (430.2)]

373.1 (430.2) SECONDARY GENERAL CULTURE EDUCATION (FEDERAL REPUBLIC OF GERMANY)

FRANKE, Hans & GÜNTHER, Friedrich. **Der Daseinkampf beginnt in Sexta.** [See 371.82]

373.1 (42) SECONDARY GENERAL CULTURE EDUCATION — 375.0 (42) GENERAL QUESTIONS RELATIVE TO THE CURRICULUM — 379.5 (42) EDUCATIONAL POLICY IN GENERAL (UNITED KINGDOM)

HUTCHINSON, Michael & YOUNG, Christopher. **Educating the intelligent.** (Harmondsworth), Penguin Books, (1962). 240 p., tabl., bibl., ind. — Criticism of public education in the United Kingdom, mainly in regard to the secondary school curriculum, to improve which for the benefit of intelligent pupils (40% of schoolchildren) it is considered that nothing has been done. Addressing themselves not only to parents, who desire that their children be given, in addition to knowledge, the preparation for a better life than they themselves have had, but also to teachers who are aware of the shortcomings in present curricula, the authors first describe the cultural and intellectual needs of the young in relation to the requirements of tomorrow's society. They then discuss the implications in regard to the school programme as from the second or third secondary year and outline a curriculum which, while permitting the free development of the most varied talent, would ensure that young people learn the nature of the great human family as well as how to work and behave for taking their place in it. (IBE)

373.1 (∞) SECONDARY GENERAL CULTURE EDUCATION (VARIOUS COUNTRIES)

**Modern languages at general secondary schools.** [See 375.13 (∞)]

373.1 (41) Secondary General Culture Education (United Kingdom/Scotland)

SCOTTISH EDUCATION DEPARTMENT. **From school to further education.** [See 379.452 (41)]

373.10 (42) General Organization — 373.109 (42) Private Secondary Education — 375.6 (42) Religious Teaching (United Kingdom)

FLETCHER, Ronald. **Issues in education.** London, (The Ethical Union), s.d. 94 p., bibl. (The Plain View Supplements — 2). — Discussion of those educational issues which have been most disputed in the United Kingdom since the passing of the 1944 Education Act: (1) organization of secondary education (based until then on the " tripartite " structure) and the development of the " comprehensive " school; (2) the question of the public schools; (3) the problem of religious instruction at schools. Other matters considered: the present aims of education; the various authorities responsible for education; some of the main factors underlying the social changes which influence educational development in Great Britain. The varied and complex arguments for and against in these controversial questions are explained as objectively as possible. Attention drawn to the need for research and urgent steps in the respective matters. (IBE)

373.10 (42) General Organization (Multilateral Schools, ...) — 371.232 (42) Entrance Examinations. Methods of Selection (United Kingdom)

PEDLEY, Robin. **The comprehensive school.** (Harmondsworth, Middlesex), Penguin Books, (1963). 222 p., fig., tabl., bibl., gloss., ind. (Pelican Books, A 613). — Critical discussion of the " 11+ " selection examination which pupils in England and Wales take at the age of eleven and which so far has furnished the sole basis for admission to grammar schools and later to the large universities. The author, who is director of the University of Exeter Institute of Education, has for many years argued in favour of the truly democratic " comprehensive school " which offers children from all environments the same opportunities of selection and advancement in regard to their education. He endeavours to refute the arguments put forward against this institution and with the aid of statistics shows that the 239 comprehensive schools existing in England, Wales and the Isle of Man are already rivalling the " tripartite " system (grammar school — technical school — secondary modern school) as regards pupil's results. (IBE)

373.105 Baccalaureate — 37 P (54) Research and Inquiries (India)

ARASARKADAVIL, Denis J. **The secondary school leaving examination in India.** A case study of the validity of the examination in Kerala State. London, Asia Publishing House, (1963). XIX+203 p., fig., tabl., bibl., ind., app. — Study concerning the examination for the secondary school leaving certificate in Kerala State. Discussion of the aims, history, features, validity and value of this examination. Although relating to only one state, the book reflects the situation throughout India. The author deals particularly with necessary reform for the introduction of evaluation methods which would take into account many factors, such as age, physical maturity, etc. (IBE)

373.105 (44) Baccalaureate (France)

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. **Les débouchés du baccalauréat.** [See 377.94 (44)]

373.105 (45) Baccalaureate (Italy)

ROBERTAZZI, Mario. **Troppi esami, poca scuola.** [See 371.262 (45)]

373.105 (42) Baccalaureate (United Kingdom)

STRONG, Alan. **Pass that exam!** [See 371.262 (42)]

373.109 (42) Private Secondary Education (United Kingdom) — 371.011 Boarding Schools. Semi-boarding Schools — 377.21 Character Education

DANCY, John. **The public schools and the future.** London, Faber and Faber, (1963). 169 p., tabl., bibl. notes, ind., app. — Study concerning the future of the English public (boys') schools. Recent historical background; academic and social considerations; relative merits of education at these and at other types of secondary school, etc. Advantages of the boarding school (opportunities for total, including social, education). Educational contribution which can be made by the public schools if their " social segregation " is eliminated. The appendix contains some facts about boarding schools in other European countries. (IBE)

373.109 (42) PRIVATE SECONDARY EDUCATION (UNITED KINGDOM)

FLETCHER, Ronald. **Issues in education.** [See 373.10 (42)]

373.11 (71) SECONDARY CLASSICAL EDUCATION (CANADA)

FÉDÉRATION DES COLLÈGES CLASSIQUES, Montréal. **Notre réforme scolaire. I. Les cadres généraux. II. L'enseignement classique.** [See 371.42 (71)]

373.11 (714) SECONDARY CLASSICAL EDUCATION — 371.11 (714) SELECTION AND RECRUITMENT OF TEACHERS — 371.129 (714) TRAINING OF SECONDARY TEACHERS — 371.452 (714) CATHOLIC EDUCATION (CANADA/QUEBEC)

SAVARD, Michel. **Paradoxes... et réalités de notre enseignement secondaire.** Montréal, Centre de Psychologie et de Pédagogie, (1962). 144 p., tabl., bibl., notes, app. — Study on the professional promotion of teachers from the laity at Catholic private institutions in the province of Quebec. In accordance with the current claim that priest educators be replaced by laymen, the Church must seek the assistance of all its members,both alerical and lay. In the province of Quebec, however, the admission of the latter to the ranks of teachers at secondary classical schools must be planned. In this connection, the cuthor shows how to recruit teachers, to train them according to the Christian spirit and, finally, to integrate them in schools where their task is not only of a social but also of a religious nature. (IBE)

373.12 (42) SECONDARY MODERN EDUCATION (UNITED KINGDOM)

TAYLOR, William. **The secondary modern school.** London, Faber and Faber, (1963). 254 p., bibl. (10 p.), ind. (Society Today and Tomorrow). — Discussion concerning the new functions of the secondary modern school in Great Britain in the light of the social, economic and industrial development which has taken place in the last few years. It was hoped that this type of school, which was instituted under the 1944 Education Act establishing the principle of equal opportunity for secondary education, would have a more flexible and independent nature than the traditional secondary or " grammar " school and the secondary technical school but it has had to accept incorporation in the system of vocational and social selection made necessary by present circumstances and conform to certain requirements in connection with examinations. (IBE)

373.15 (45) LOWER SECONDARY EDUCATION — 371.42 (45) SCHOOL REFORM (ITALY)

GENTILE, Marino. **La riforma silenziosa della scuola.** Il completamento della istruzione inferiore. Bologna, Edizioni Giuseppe Malipiero, (cop. 1961). 134 p., app. — Under a decree signed in 1955 by the President of the Italian Republic the system of compulsory education was reorganized and, as a result, involves three levels of education. The author's views concerning the compulsory continuation level (three-year course taken, after the five-year primary course, by children 11 to 14 years old). As regards this level, the stage is still experimental and he makes a detailed study of relevant matters: reform at lower level; compulsory attendance; humanistic training; basic features of the current syllabuses; the school work; vocational guidance. (IBE)

373.15 (71) LOWER SECONDARY EDUCATION — 37 G (71) YEARBOOKS (CANADA)

**The intermediate division. 1959.** The fifteenth yearbook of the Ontario School Inspectors' Association. Vancouver, [etc.], The Copp Clark Publishing Co., (1959). XXVII+180 p., fig., pl. — Yearbook devoted to the problem of the intermediate division (grades VII to X) at Ontario schools. Different articles discuss the following: academic, cultural, social, emotional and physical needs of the pupils; questions relating to the programme; educational guidance; introduction of vocational courses; coordination of the programme; problem of individual differences, etc. (IBE)

373.15 LOWER SECONDARY EDUCATION

PERQUIN, Nic. **Algemene didactiek.** [See 371.30]

373.15 (44) LOWER SECONDARY EDUCATION (FRANCE)

TOURNIS, G. & CLARYS, R. **Entrer en 6°, y réussir...** [See 377.922 (44)]

373.16 (430.2) Upper Secondary Education — 371.237 (430.2) Retardation in Studies — 37 P (430.2) Research and Inquiries (Federal Republic of Germany)

BURGER, Robert. **Liegt die höhere Schule richtig?** Umfang und Ursachen des vorzeitigen Abgangs von höheren Schulen. Freiburg i.B., [etc.], Herder, (1963). 157 p., fig., tabl. (Das pädagogische Gespräch, Aktuelle Veröffentlichungen des Willmann-Instituts, München-Wien). — An increasing number of adolescents are leaving school too early. Why? Is it the fault of the teaching, the system of secondary education? Returning to an inquiry in the matter, the results of which were published in 1957, the present volume furnishes the latest statistics and documentation on (1) the magnitude of the problem, (2) the factors supposed to be responsible for dropping of study, (3) the measures necessary for better diagnosis and encouragement of young talent, for raising the level of study and for organizing of services to provide psycho-pedagogical aid and vocational advice. (IBE)

373.16 (430.2) Upper Secondary Education — 371.42 (430.2) School Reform — 375.0 (430.2) General Questions relative to the Curriculum (Federal Republic of Germany)

GLASER, Hermann. **Gedanken zur Reform der Höheren Schule. Aufsätze zu Grundsätzlichem und Konkretem.** Freiburg i.B., Verlag Rombach, (1963). 179 p., fig., bibl. notes. — In a free society the schools should be free. Too much regulation and a narrow dogmatic attitude destroy their spiritual climate. The reform of upper secondary education is also concerned and it should result not from arbitrary decisions but from practical discussion and from exchange of views. Intended as a contribution to such an exchange, the different articles in this book deal from various angles and in various ways with the central problems involved: aims and meaning of upper secondary education; political education; syllabus reform; concentration of subjects, etc. (IBE)

373.16 (430.2+ ∞) Upper Secondary Education (Federal Republic of Germany & Various Countries)

HENTIG, Hartmut von. **Das erste Studienjahr an der Universität.** [See 378 (430.2+ ∞)]

373.16 (430.2) Upper Secondary Education — 371.42 (430.2) School Reform — 375 (430.2) Teaching of Special Subjects (Federal Republic of Germany)

HÖHNE, Ernst (Hrsg.). **Vertiefung und Konzentration.** Arbeitsweisen in der neugestalteten Oberstufe der Höheren Schule. München, Bayerischer Schulbuch-Verlag, 1961. 196 p., bibl. notes. — Discussion concerning the psychological problem of concentration and thoroughness in school work, in connection with the reform introduced in the final year of the German secondary school course. The first practical results of this reform are presented by specialists possessing much experience in education and in teacher training. It would seem that a choice should be made at the level of the final secondary years if the large number of subjects is not to have the effect of less thoroughness in the pupils' work. The different studies presented are intended to train teachers in a new style of school work which will make it easier for pupils to be accepted for higher level courses. (IBE)

373.16 (∞) Upper Secondary Education — 370.48 (∞) Comparative Education Research (Various Countries) — 37 N (∞) International Conferences

UNESCO. INSTITUT FÜR PÄDAGOGIK & INTERNATIONALER ARBEITSKREIS SONNENBERG. **Hauptlinien und Kernfragen der internationalen pädagogischen Entwicklung.** Bericht über eine Pädagogen-Tagung vom 17. bis 26. März 1962... Redaktion: Hans-Georg Thode. Braunschweig, Waisenhaus-Buchdruckerei und Verlag, s.d. 129 p., fig., tabl., bibl. — Report on the international discussion days organized jointly by the Unesco Institute, Hamburg, and the Sonnenberg International Circle in 1962. The topics related mainly to upper secondary education: organization and differentiated training under the Swedish educational reform; problem of guidance; the "second educational path" in the German Federal Republic; organization and the teaching in upper classes at secondary level; teaching principles; specialisation in the 6th class at English secondary schools; training of a critical attitude in regard to political matters; adolescence and psychological research, etc. (IBE)

373.17 (73) Education Intermediary between Secondary and Higher (United States)

HAWES, Gene R. **The new American guide to colleges.** [See 378.4 (73)]

373.19 (47) Education combining General Culture and Vocational Training (USSR)

BUŠLJA, A.K. (Ed.). **Puti povyšenija kačestva večernego obrazovanija.** [See 374.1 (47)]

373.19 (47) Education combining General Culture and Vocational Training (USSR)

DROZDOV, L.N. (Ed.). **Organizacija proizvodstvennogo obučenija i proizvodstvennogo truda na baze učeničeskoj brigady.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 256 p., fig., tabl., notes. (Institute of Vocational Education). — Advice to assist secondary school teachers in rural areas with the organizing of group vocational training. Recommendations in regard to the planning of apprenticeship training and the listing of vocations for which, with due consideration of local circumstances, rural schools can provide training. Suggestions relating to health and to the diet which should be followed at summer camps. Various information of a technical nature. (IBE)

373.19 (47) Education combining General Culture and Vocational Training (USSR)

KOVAL'SKIJ, M.I. **Proizvodstvennoe obučenie učaščihsja srednej školy.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 472 p., tabl. (Institute of Vocational Education). — Guide for teachers engaged at general and polytechnical secondary schools which provide vocational training. Theoretical discussion concerning the moral, social and practical significance of teaching school subjects in combination with elementary training in industrial and agricultural vocations. This guide represents a further step in an endeavour to combine theory and practice, by emphasising all the particular features which distinguish the young worker who possesses both good general education and adequate vocational training. (IBE)

373.19 (47) Education combining General Culture and Vocational Training (USSR)

MEL'NIKOV, M.A. (Ed.). **Svjas' obučenija s trudom v srednej škole s differencirovannym obučeniem.** [See 375.9 (47)]

373.19 (47) Education combining General Culture and Vocational Training (USSR)

PAŠININ, S.S. **O rabote klassnogo rukovoditelja v večernaj (smennoj) škole.** [See 374.1 (47)]

373.19 (47) Education combining General Culture and Vocational Training — 375.9 (47) Techniques taught at School (USSR)

PAVLOVA, M.I. **Škola i žizn'.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 239 p., fig., bibl. notes. — The headmistress of a rural secondary school in the USSR explains the procedure used for combining the study with agricultural training, how the lessons are given and the way in which aesthetic education and extra-scholastic activity are integrated with them. (IBE)

373.19 (47) Education combining General Culture and Vocational Training (USSR)

SHAPOVALENKO, S.G. (Ed.). **Polytechnical education in the U.S.S.R.** [See 37 A (47)]

373.2 (43+430.2) Problem of General Culture — 371.42 (43+430.2) School Reform — 37 B (43) History of Education — 379.81 (43) The School and Politics (Germany & Federal Republic of Germany) — 37 C Life and Work of Educationists

HELLING, Fritz. **Neue Allgemeinbildung.** Schwelm (Westf.), Schule und Nation, 1963. 84 p., app. (Aktuelle Fragen der deutschen Schule). — Introductory account of the various changes which occurred during the author's life in connection both with his political views and with his conceptions in regard to the world. Discussion of the political and educational trends which prevailed in Germany from the early 20th century and of the school reforms which, after both world wars, were introduced in order to bring about a radical change in the former educational system. Progress made in providing equal educational opportunities for all; creation of an atmosphere conducive to the child's harmonious development; above all, the necessity of adapting general culture to the new needs. (IBE)

373.2 (73) PROBLEM OF GENERAL CULTURE (UNITED STATES)

HUTCHINS, Robert M. **Educazione alla libertà.** [See 378 (73)]

373.2 (438) PROBLEM OF GENERAL CULTURE (POLAND)

KOWALEWSKA, Halina. **Godziny wychowawcze.** [See 375.0 (438)]

373.5 (∞) VOCATIONAL AND TECHNICAL EDUCATION — 371.06 (∞) EDUCATION THROUGH PRACTICAL LIFE (VARIOUS COUNTRIES) — 37 N (∞) INTERNATIONAL CONFERENCES

ABEL, Heinrich (Hrsg.). **Kooperation von Schule und Betrieb.** Ein Bericht über Berufspädagogische Tagungen im Internationalen Haus Sonnenberg mit diskutierten Themen (1955-1961). Bühl-Baden, Konkordia AG für Druck und Verlag, (1962). 164 p., fig., tabl. (Material- und Nachrichten-Dienst der Arbeitsgemeinschaft Deutscher Lehrerverbände, Nr. 105, 10. Mai 1962). — Account of seven congresses (1955-1961) which, at International House, Sonnenberg (Harz), in an atmosphere of mutual understanding characterised by its political and denominational neutrality, have brought together delegates from fifteen European and Asian countries as well as from Brazil. The reports submitted, reflecting the view-points of education authorities and of heads of enterprises, deal with such matters as: collaboration between the school and the teaching staff; educational problems in industrial life; vocational training for women; technical aid for the training of personnel in developing countries, etc. (IBE)

373.5 VOCATIONAL AND TECHNICAL EDUCATION

ABRAHAM, Karl (Hrsg.). **Gedanken zur Wirtschaftspädagogik.** [See 375.44]

373.5 VOCATIONAL AND TECHNICAL EDUCATION — 374.9 CONTINUAL EDUCATION

AGNEL, Jean. **La méthode des unités-exercices** en matière de formation professionnelle dans les services publics des pays en voie de développement. Rabat, Editions La Porte & Paris, Librairie de Médicis, 1962. 114 p., fig., tabl., app. (Publications du Centre Universitaire de la Recherche Scientifique, C.E.D.E.S., Faculté des Sciences Juridiques, Economiques et Sociales de Rabat). — Principal features of the plan under which use is made of the "exercise units" (*unités-exercices*) method in order to train middle and lower ranking personnel and executives for the public services in the developing countries. I. Alternating stages devoted to training and production; at each stage the trainees receive instruction in a specific subject and then are given practice (known as an exercise unit) in problem solving. II. Setting up of regional centres which are dependent upon the service system and where leaders and instructors, trained in active educational methods, organize the life and instruction. III. Under the plan, which is based on detailed study of employment, the knowledge required and typical behaviour, the tasks are first arranged in "families" and then in exercise units. IV. Selection of trainees; with the exercise units method it is possible to recruit persons having neither culture nor qualifications, give them quick instruction and enable them to accomplish their task of "execution conception" (*conception-exécution*). (IBE)

373.5 (45) VOCATIONAL AND TECHNICAL EDUCATION (ITALY)

BARONI, A. et al. **La filosofia dell'educazione ed altri problemi pedagogici.** [See 370.3]

373.5 (430.2) VOCATIONAL AND TECHNICAL EDUCATION (FEDERAL REPUBLIC OF GERMANY)

BONN. BUNDESZENTRALE FÜR HEIMATDIENST (Hrsg.). **Politische Bildung in der Berufsschule.** [See 377.34 (430.2)]

373.5 (714) Vocational and Technical Education (Canada/Quebec)

COMITÉ D'ÉTUDE SUR L'ENSEIGNEMENT TECHNIQUE ET PROFESSIONNEL (Québec). **Rapport.** 3 vol. Tome I. **L'enseignement professionnel dans la province de Québec en 1962; les programmes d'étude; la didactique de l'enseignement professionnel.** Tome II. **L'aménagement des institutions; les cadres administratifs et les procédures.** Tome III. **Résumé des principales constatations et recommandations.** Québec, 1962. xxi+266, xv+334 & 147 p., fig., tabl. ind. — Report presented to the Lieutenant-Governor of the Province of Quebec on problems relating to: (a) structure, teaching methods and curricular in technical and vocational education; (b) recruitment, training and working conditions of the teaching and directing staff; (c) selection and guidance of pupils and the placement of graduates in employment; (d) coordination between technical and vocational education institutions on the one hand and general culture schools and other types of vocational training institution on the other. (IBE)

373.5 (45) Vocational and Technical Education (Italy)

CONGRESSO NAZIONALE DI PEDAGOGIA. Vo., Bologna, 7-9 Maggio 1960. **Atti.** [See 377.38 (45)]

373.5 (492) Vocational and Technical Education (Netherlands)

GALAN, C. de & NELISSEN, H. **Onze technische schooljeugd.** [See 376.7 (492)]

373.5 (45 + ∞) Vocational and Technical Education (Italy & Various Countries)

GOZZER, Giovanni. **Teoria y organización de la educación profesional.** Traducción por Sara Sosa Miatello. Buenos Aires, Editorial Losada, (cop. 1961). 181 p., tabl., bibl., notes. (Publicaciones de la Revista de pedagogía, Biblioteca pedagógica). — Spanish translation of a few chapters of the book " L'istruzione professionale in Italia " published in 1958 by U.C.I.I.M. in Rome. (See IBE Bulletin No. 129). (IBE)

373.5 Vocational and Technical Education — 378.6 Special Establishments of Higher Education — 379.6 School Policy from the Social Point of View

IMBERCIADORI, Piero. **L'educazione professionale e il movimento operaio.** Firenze, Editoriale Kursaal, (cop. 1960). 155 p., bibl. (Collana " Argomenti di oggi ", vol. I). — Designed to bring help to those who work for the cause of the working and peasant classes and to educators whose task is to train young people belonging to these classes of the population, a discussion of vocational education in its relation to the economic world, the trade-unions, society, scientific research, etc. History of this education. Description of the author's concept of the vocational school and of a " Work University ". (IBE)

373.5 Vocational and Technical Education

PIGNATARI, Marziola (Ed.). **L'orientamento professionale come educazione civica.** [See 377.94]

373.5 Vocational and Technical Education — 370 Theory of Education

SCHLIEPER, Friedrich. **Allgemeine Berufspädagogik.** Freiburg i.B., Lambertus-Verlag, 1963. 311 p., bibl. (13 p.), ind. (Wirtschaftspädagogische Schriften, Band 6). — An endeavour to describe, analyse and range the relations existing between education and vocational work and thus present them as a coherent and integrated whole. The community, industry, technical skill, the State and the vocation are considered to be the factors which determine vocational education. The present study is concerned mainly with pedagogical aspects of such education (historical stages, features, the factors involved, types, function). Particulars concerning various kinds of vocational education; the teachers, etc. (IBE)

373.52 (569.4) Agricultural Education (Israel)

HONIG-PARNASS, Tikvah. **Training youth from new immigrant settlements.** [See 371.44 (569.4)]

373.52 (∞) AGRICULTURAL EDUCATION — 370.44 (∞) ECONOMY AND EDUCATION — 379.50 (∞) EDUCATIONAL PLANNING (VARIOUS COUNTRIES)

UNESCO. **Education and agricultural development.** (Paris, Unesco, cop. 1964). 62 p., tabl., bibl. notes, app. (Freedom from hunger campaign - Basic study No. 15). — Fifteenth study in a series published by the F.A.O. and other organizations of the United Nations in connection with the Freedom from Hunger Campaign. Role of education in agricultural development; the effectiveness of all efforts in educational development depends largely upon availability of well trained teachers. Both teacher training for agriculture and applied teaching programmes have gradually developed since the inclusion of agriculture in the curriculum of secondary and, later, primary schools. It has, moreover, proved essential for the teachers to be in close contact with the rural community where they are engaged. (IBE)

373.53 COMMERCIAL EDUCATION

HILLMER, George P. **The first few frantic weeks.** [See 371.14]

373.54 (45) INDUSTRIAL AND TECHNICAL EDUCATION — 375.79 (45) APPLIED ARTS (ITALY)

BARTOLUCCI, Gaetano. **Il tema dell'educazione artigianale.** Milano, Gastaldi Editore, (1961). 127 p. — In Italy, a country where the working class has a live role, questions are being asked about the technical, cultural and vocational training which should be given to the young in order that they may be fitted to current circumstances. How to design a programme which takes account of tradition in Italian workmanship as well as of economic needs and which is within the range of the pupils. As regards teachers for such education, it is found particularly difficult to recruit them. In fact they have a hard task and often lack professional training. (IBE)

373.56 (47) VARIOUS VOCATIONS (USSR)

BRYCE, Mayo. **Fine arts education in the Soviet Union.** [See 375.7 (47)]

# 374 ADULT EDUCATION

374 ADULT EDUCATION

CATTONARO, Enrico. **Aspetti psicologici dell'educazione dell'adulto.** Roma, Editrice Studium, (cop. 1961). 128 p., bibl. (Universale Studium, 73). — Discussion concerning some psychological aspects of adult education (development of personality, influence of environment, psychology relating to groups, etc.). The education of certain categories of person (seasonal workers, young delinquents, etc.) is given particular consideration. (IBE)

374 (430.2) ADULT EDUCATION — 37 N (430.2) CONFERENCES (FEDERAL REPUBLIC OF GERMANY)

DAHRENDORF, Ralf & ORTLIEB, Heinz-Dietrich (Hrsg.). **Der Zweite Bildungsweg im sozialen und kulturellen Leben der Gegenwart.** Zum zehnjährigen Bestehen der Akademie für Gemeinwirtschaft Hamburg. Heidelberg, Verlag Quelle & Meyer, 1959. XVII+313 p., fig., bibl. (13 p.). (Veröffentlichungen der Akademie für Gemeinwirtschaft Hamburg). — Account of discussion days which, held to mark the tenth birthday of the Academy of General Economy (*Gemeinwirtschaft*), Hamburg, had as topic "the second way of access to higher education". Commentary on the experiment undertaken by the academy, which receives men and youth possessing training of great variety with the object of preparing them for occupying higher positions in vocational life and of making easier their admission to establishments providing advanced technical training. Consideration of the various kinds of this "second way of access to higher education". Reports on practical experiments in this connection: (1) evening schools, a matriculation for persons who have not received ordinary schooling, examination of the specially gifted; (2) introduction of a 9th and a 10th primary year; (3) ways of attaining "vocational readiness" and "readiness for university"; (4) position of and practical loans by trade-unions and industrialists. (IBE)

374 (42) ADULT EDUCATION — 37 B (42) HISTORY OF EDUCATION (UNITED KINGDOM)

KELLY, Thomas. **A history of adult education in Great Britain.** (Liverpool), Liverpool University Press, 1962. xII+352 p., bibl. notes, ind. — History, including an account of the role played by the press, public libraries and other agencies, from the Middle Ages until 1939. Religious origins. Influence of the Reformation and Puritanism in the 18th century, ending with growing public interest in science. The 19th century (mechanics institutes, evening schools, etc.). The 20th century and the roles played by the universities, the trade-unions and other bodies. Modern trends (influence of films, broadcasting and many other mass media of information). (IBE)

374 ADULT EDUCATION

KNOWLES, M.S. & HUSÉN, T. **Erwachsene lernen.** Methodik der Erwachsenbildung. Stuttgart, Ernst Klett Verlag, (cop. 1963). 265 p., fig., bibl., ind. (Schriften zur Erwachsenenbildung - Theorie und Methode der Erwachsenenbildung). — First volume in a series issued by the German Association of People's Universities. Intended to make known the most important works which deal with adult education abroad, it contains large extracts from Professor Knowles' book "Informal adult education" (New York, Association Press, 1959) and from Professor Husén's book "Vuxna lär" (Stockholm, Ehlins, 1958). In both works, which are based on the results of research carried out in the fields of social psychology and educational psychology, adult education is considered as part of a fundamental process of democratisation. (IBE)

374 (485) ADULT EDUCATION — 379.32 (485) FINANCING OF EDUCATION — 379.4 (485) RELATIONS BETWEEN THE SCHOOL AND THE STATE — 379.91:374.7 (485) EDUCATIONAL LEGISLATION ON PEOPLE'S UNIVERSITIES (SWEDEN)

MOCKRAUER, Franz. **Die schwedische Erwachsenenbildung und der Staat.** Stuttgart, Ernst Klett Verlag, (cop. 1962). 142 p., app. (Schriften zur Erwachsenenbildung -; Aktuelle Fragen der Erwachsenenbildung). — Development of adult education in Sweden; State support, legal provisions governing this education. Experience acquired on the basis of a long democratic tradition in which politics and culture intermingle effectively. Discussion concerning the structure of local and national institutions and the forms this instruction takes (courses, correspondence institutes, youth work, work done by the army). Outline of official support and the financial aid provided by the Swedish State. In the appendix: ministerial orders regarding the development, organization and arrangement of people's universities. (IBE)

374 (71) ADULT EDUCATION (CANADA)

MONTRÉAL. INSTITUT CANADIEN D'ÉDUCATION DES ADULTES. **Mémoire à la Commission royale d'enquête sur l'enseignement.** (Montréal), I.C.E.A., 1962. 90 p., ron., app. — Account concerning the work of the Royal Commission of Inquiry on Education. Various aspects of adult education in Canada: aims (educational rehabilitation, vocational improvement, training as opposed to protection); teaching material and means capable of serving in such education; coordination and planning. (IBE)

374 (436+∞) ADULT EDUCATION (AUSTRIA & VARIOUS COUNTRIES)

PÖPPL, Josef. **Fernsehen und Volksbildung.** [See 621.388 (436+∞)]

374 (∞) ADULT EDUCATION — 370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES) — 37 N (∞) INTERNATIONAL CONFERENCES

UNESCO. **Second world conference on adult education.** Paris, Unesco, cop. 1963. 48 p., app. (Educational studies and documents, No. 46). — Original text of the report of the international conference held at Monteral (1960) on " adult education in a changing world ". In the appendix: (a) information note and the questionnaire which was sent with the invitations for the conference; (b) comparative analysis of reports from Unesco member states and non-governmental organizations on trends in adult education. (IBE)

374 Adult Education — 377.343 Socialist Education

WOJCIECHOWSKI, Kazimierz (Ed.). **Pedagogika dorosłych.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 659 p., fig., tabl., bibl., ind. — Discussion concerning general problems of mass culture from the point of view prevailing in eastern European countries, according to which the cultural side of the question is bound up with its political and social significance. Various types of self-education; dissemination of scientific knowledge; direct or correspondence tuition adapted to the possibilities of the adults for whom it is intended. (IBE)

374.1 (47) Further Education — 373.19 (47) Education combining General Culture and Vocational Training (USSR)

BUŠLJA, A.K. (Ed.). **Puti povyšenija kačestva večernego obrazovanija.** Leningrad, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 160 p. — Report of research carried out on problems connected with secondary evening schools, including improving the standard of work and increasing the number of enrolments. Practical application of the theoretical knowledge acquired; cultural improvement by means of individual work; premises and their arrangement; heterogeneous nature of the classes; compulsory or optional nature of homework; non-attendance; training in self-instruction, etc. (IBE)

374.1 (47) Further Education (USSR)

BUŠLJA, A.K. & VYSOTINA, L.A. (Ed.). **Vospitatel'naja rabota v večernej (smennoj) škole.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 127 p. (Evening and Correspondence Schools Institute, Educational readings). — Problems connected with evening schools discussed by specialists for the benefit of teachers engaged at such schools, which have the task of providing secondary education while improving the pupils' vocational qualifications and giving moral training. (IBE)

374.1 (∞) Further Education (Various Countries)

**Literacy and education for adults.** [See 379.635 (∞)]

374.1 (42) Further Education (United Kingdom)

LONDON COUNTY COUNCIL. **On from school.** Educational provision for young people under the age of 18 who have left school. London, 1962. 71 p., tabl., app. (London County Council, Publication No. 4154). — Due to increased concern aroused by the Crowther Committee's report on the development of further education for young people aged 15 to 18 years, a committee was set up in 1960 to investigate and report on the aims and content of the courses which the London County Council holds for young people who have left school. Discussion of the present situation: objectives of further education; need for experiment in this field; problems relating to the local colleges; premises and equipment; areas of study; teachers; human relationships, etc. (IBE)

374.1 (47) Further Education — 373.19 (47) Education combining General Culture and Vocational Training — 371.14 (47) Good Teaching Conditions (USSR)

PAŠININ, S.S. **O rabote klassnogo rukovoditelja v večernaj (smennoj) škole.** 2nd rev. ed. Leningrad, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 227 p., tabl., notes. — Experiences of a class teacher at a secondary evening school. Particular problems of such schools: fatigue after the day's work; lack of time for individual work; age; prior studies, etc. Recommendations to be followed for overcoming, as far as possible, the disadvantages involved in the provision of secondary education for students engaged in work. (IBE)

374.1 (41) Further Education (United Kingdom/Scotland)

SCOTTISH EDUCATION DEPARTMENT. **From school to further education.** [See 379.452 (41)]

374.4 (438) Teaching by Correspondence (Poland)

STAROŚCIAK, Jan. **Problemy dydaktyczne studiów zaocznych.** (Na przykładzie wybranych kierunków nauczycielskich). Warszawa, Państwowe zakłady wydawnictw szkolnych, 1963. 184 p., fig., tabl., bibl. — Considerable information on correspondence tuition, the extension of which latter became general in countries of Eastern Europe after the second world war. Practical suggestions for improvement; due to the absence or inadequacy of direct contact between the student and the teachers it is necessary to organize and supervise the study to an extent which involves more than the mere correction of work. Taking as basis the already valuable experience of Polish specialised institutions the author reviews the procedures employed and explains the tasks which belong respectively to the teacher and to the student who receives proper guidance and advice. (IBE)

374.6 (437) Various Work in Adult Education (Czechoslovakia)

BUKAČOVÁ, Jiřina. **Jak žit kulturně na malé vesnici.** Zkušenosti z kulturní a osvětové práce v Hlubokých Mašůvkách. Praha, Orbis, 1962. 123 p., fig., tabl. — Account of the cultural activities organized for adults in a Czech village far removed from any urban centre. (IBE)

374.6 (52) Various Work in Adult Education — 377.3 (52) Social Education (Japan)

JAPAN. MINISTRY OF EDUCATION. Social Education Bureau. **Kôminkan. Cultural community center in Japan.** A study in social education. [Tokyo], Ministry of Education, (1961). 51 p., fig., tabl. — History, present situation and future prospects of the " Kôminkan ", social centres which, intended for both culture and leisure, play a very important role in out-of-school and non-vocational life in Japan. (IBE)

374.6 (64) Various Work in Adult Education Courses (Morocco)

LE VEUGLE, Jean. **Erwachsenenbildung in Marokko.** Islam, Okzident und Entkolonisierung. Die Geschichte der Erwachsenenbildung Marokkos seit der Unabhängigkeit. Übersetzt von Ingrid Heidermann. Verlag für Literatur und Zeitgeschehen, (cop. 1961). 121 p., fig., tabl., bibl. (Schriftenreihe der Forschungsstelle der Friedrich-Ebert-Stiftung, A. Sosialwissenschaftliche Schriften). — German translation of the French work " L'éducation de la formation culturelle des adultes au Maroc " (The education and cultural training of adults in Morocco). History of adult education since independence related by a technical adviser who served in Morocco. (IBE)

374.6 (569.4) Various Work in Adult Education (Israel)

SHACHAR, Bezalel. **Workers' education in Israel.** S. 1., General Federation of Labour in Israel — Histadrut, (1962). 46 p. — Description of the educational and cultural activities as well as of some problems (due largely to the considerable numbers of new immigrants) of the Centre for Education and Culture of the Israel labour movement " Histadrut ". The activities, centered on adult education, include: lectures and seminars; leadership training; training in modern Hebrew; the arts; clubs and libraries; work in the cooperative villages, etc. (IBE)

374.61 (42) Courses for Members of the Forces, Prisoners and Demobilised — 371.97 (42) Children belonging to an Unusual Social Group — 37 B (42) History of Education (United Kingdom)

WHITE, A.C.T. **The story of army education, 1643-1963.** London, [etc.], George G. Harrap & Co., (1963). 286 p., pl., ind., app. — In 1643 the need to educate soldiers was recognised and since then they have been supplied with pocket books, including the Bible. In 1763 the first army school "First Regiment of Guards" was established in the Tower of London and after that, with the opening of many regimental schools, the education of soldiers and their children became general. In overseas garrisons and even during hostilities they are provided with education alongside the military training. Changes were introduced during the 1914-1918 war but the programme was still limited. Under the "Haining Scheme" in 1940 a humanistic element was introduced; soldiers were kept informed on the progress of the war and on world events and were encouraged to discuss freely topics of general interest. Education, as basis for military training and as moral support for troops, has continued to prove its worth throughout the years. (IBE)

374.8 Courses for the Illiterate

MAZZETTI, Roberto. **Alfabeto e società.** [See 379.635]

374.8 Courses for the Illiterate

MOXON, C.A.V. **A remedial reading method.** [See 372.4]

374.8 Courses for the Illiterate

UNESCO. **Simple reading material for adults: its preparation and use.** [See 372.4]

374.9 Continual Education

AGNEL, Jean. **La méthode des unités-exercices** en matière de formation professionnelle dans les services publics des pays en voie de développement. [See 373.5]

# 375 SPECIAL DIDACTICS

375 (430.2) Teaching of Special Subjects (Federal Republic of Germany)

HÖHNE, Ernst (Hrsg.). **Vertiefung und Konzentration.** [See 373.16 (430.2)]

375.0 (73) General Questions relative to the Curriculum (United States)

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (A Department of the National Education Association, United States). **New insights and the curriculum.** [See 371.3]

375.0 (45) General Questions relative to the Curriculum (Italy)

CIVES, Giacomo. **Didattica e cultura.** [See 371.3]

375.0 (430.2) General Questions relative to the Curriculum (Federal Republic of Germany)

GLASER, Hermann. **Gedanken zur Reform der Höheren Schule. Aufsätze zu Grundsätzlichem und Konkretem.** [See 373.16 (430.2)]

375.0 (42) General Questions relative to the Curriculum (United Kingdom)

HUTCHINSON, Michael & YOUNG, Christopher. **Educating the intelligent.** [See 373.1 (42)]

375.0 (439) General Questions relative to the Curriculum — 379.51 (439) Schools and the Public — 37 P (439) Research and Inquiries (Hungary)

KOMÁR, Pálné (Ed.). **Mit vár a társadalom az iskolai oktatástól.** Budapest, Tankönyvkiadó, 1962. 373 p., tabl., notes. (Summaries in Russian and German). — " What does society expect of schools? " Such was the subject of a series of inquiries organized by the Budapest Scientific Institute of Pedagogy. In a desire to improve the current school syllabuses the investigators sought to learn the views held by parents and educators about the teaching in nine subjects, namely literature, history, modern languages, mathematics, physics, chemistry, biology, music, drawing and art teaching. (IBE)

375.0 (438) General Questions relative to the Curriculum — 373.2 (438) Problem of General Culture — 37 P (438) Research and Inquiries (Poland)

KOWALEWSKA, Halina. **Godziny wychowawcze.** Tematyka i metodyka. Warszawa, " Nasza Księgarnia ", 1962. 151 p., tabl., bibl. (Instytut Pedagogiki). — Schools should not be content with teaching and instructing but should also educate and help to raise the schoolchildren's cultural level. By selecting and analysing not only the suggestions which different educators made in this connection but also the replies which pupils made to questionnaires, it was possible to draft a curriculum as well as a programme for the employment of school time. After considering the organization of the school year and the daily work the book discusses such matters as the child's behaviour in general, health and aesthetic education, education for citizenship (including knowledge about important international problems), vocational education, etc. (IBE)

375.0 (73) GENERAL QUESTIONS RELATIVE TO THE CURRICULUM — 370.3 (73) PHILOSOPHY OF EDUCATION (UNITED STATES)

PARKER, J. Cecil; EDWARDS, T. Bentley & STEGEMAN, William H. **Curriculum in America.** New York, Thomas Y. Crowell Co., (1962). xix+587 p., bibl., ind. — Considering the school's first responsibility to be that of educating young Americans so that they may be able to make the decisions which are essential in a democratic community, the author explains the process and techniques involved in education of judgment and how they may be integrated into the teaching of the various subjects of the curriculum particularly at secondary level. Theory should be linked with the different aspects of current educational practice and thus furnish the basic principles for designing a curriculum suitable to the needs of any community. Such theory is based on recent research findings, many of which are studied in detail. At the end of each chapter there are exercises and discussion topics. (IBE)

375.0 (71) GENERAL QUESTIONS RELATIVE TO THE CURRICULUM (CANADA)

REEVES, A.W.; ANDREWS, John H.M. & ENNS, Fred (Ed.). **The Canadian school principal.** [See 379.39 (71)]

375.0 (44) GENERAL QUESTIONS RELATIVE TO THE CURRICULUM (FRANCE)

VILLEVIEILLE, Joseph & VILLEVIEILLE, Jean. **Votre fils est intelligent, mais...** [See 371.2]

375.03 GROUPING OF SUBJECT MATTER. GLOBALISATION

HAZMUKA, Hildegard. **Ganzheitlicher Unterricht in der Volksschule.** [See 372.1]

375.05 (73) SYLLABUSES (UNITED STATES)

HUGGARD, Ethel F. (Ed.). **What we teach.** [See 379.94 (73)]

375.05 (∞) SYLLABUSES (VARIOUS COUNTRIES)

THOMAS, Jean & MAJAULT, Joseph. **Primary and secondary education.** [See 372 (∞)]

375.05:372.22 (45) PRIMARY SCHOOL SYLLABUSES — 370.48 (45) COMPARATIVE EDUCATION RESEARCH (ITALY)

CALOGERO, Giuseppe. **La scuola primaria e i programmi didattici del 1955.** In appendice: testo integrale dei programmi e commento critico. (Firenze & Agrigento), G. de P[illegible]no Editore, (1960). 134 p., bibl., notes, app. (Collana di filosofia e pedagogia, 6). Complete text, with commented analysis, of the syllabuses adopted in 1955 for Italian primary schools, preceded by a historical introduction, a dynamic comparative study (in the vertical direction and in relation to the 1945 syllabuses) and a discussion on methodology and teaching. (IBE)

375.05:372.22 (∞) PRIMARY SCHOOL SYLLABUSES — 370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES) — 37 N (∞) INTERNATIONAL CONFERENCES — 370.7 EDUCATIONAL EXPERIMENTATION

DOTTRENS, Robert. **Cómo mejorar los programas escolares de acuerdo con la pedagogía experimental.** Traducción de Ángel D. Márquez y Alicia A. Rozas. Buenos Aires, Kapelusz Editores, (cop. 1961). 302 p., tabl., bibl. (Biblioteca de Cultura pedagógica). — Spanish translation of the work "L'amélioration des programmes scolaires et la pédagogie expérimentale" published in French in 1957 by Delachaux & Niestlé. (See IBE Bulletin No. 127). (IBE)

375.05:372.22 (430.2) PRIMARY SCHOOL SYLLABUSES (FEDERAL REPUBLIC OF GERMANY)

KÖLN. DIDAKTISCHER ARBEITSKREIS (Hrsg.). **Lehr- und Arbeitsplan der Volksschule.** Vorschläge für die Stoffverteilung in den einzelnen Fächern des Volksschulunterrichts. 4. Aufl. Ratingen bei Düsseldorf, Aloys Henn Verlag, (cop. 1962). 400 p., tabl., bibl. — Fourth edition, conforming to recent developments, of a detailed discussion concerning the curricula and syllabuses for the eight years of the primary school course in the Federal Republic of Germany. (See IBE Bulletin No. 132). (IBE)

375.05:372.22 (497.1) Primary School Syllabuses — 371.42 (497.1) School Reform (Yugoslavia)

KRNETA, Ljubomir (Ed.). **The elementary school in Yugoslavia.** (Foreign edition). Beograd, Edition Jugoslavija, (1960). 266 p., tabl. (Federal Institute for Educational Research). — Current school reform and new primary and upper primary school syllabuses in Yugoslavia, prepared by a group of experts appointed by the Federal Institute for Educational Research: (a) basic curriculum, including physical education, art, music and domestic science; (b) detailed course syllabuses, teaching methods; (c) organization of school work and life; (d) health protection and health education of pupils; (e) material conditions for school work: laboratories, audio-visual aids, etc. (IBE)

375.05:372.22 (73) Primary School Syllabuses (United States)

PETERSEN, Dorothy G. & HAYDEN, Velma D. **Teaching and learning in the elementary school.** [See 372.1 (73)]

375.05:372.22 (485) Primary School Syllabuses — 375.05:373.15 (485) Lower Secondary School Syllabuses — 379.66 (485) Comprehensive Schools (Sweden)

SWEDEN. KUNGL. SKOLÖVERSTYRELSEN. **Läroplan för grundskolan.** (Stockholm, Emil Kihlströms tryckeri, 1962). 475 p., tabl., ind., app. (Kungl. Skolöverstyrelsens skriftserie 60). — Detailed picture of the course at comprehensive schools (primary and lower secondary level) in Sweden. Course aims, new educational methods and practices (instructions regarding individual work, educational and vocational guidance, observation classes, special education, evaluation techniques, etc.). Relations of the school with the family and the community; ancillary services; use of school libraries; audio-visual methods and teaching machines. Time tables, syllabuses for the various subjects (compulsory and optional) of the comprehensive school curriculum.The syllabuses, which are described in detail, came into effect in the 1962-1963 school year. (IBE)

375.05:373.1 (81) General Secondary School Syllabuses (Brazil)

AZEVEDO FILHO, Leodegário Amarante de et al. **Didática de português.** [See 375.12 (81)]

375.05:373.1 (436+42) General Secondary School Syllabuses — 370.48 (436+42) Comparative Education Research (Austria & United Kingdom)

BERGER, Walter. **Die österreichischen und englischen Lehrpläne an allgemeinbildenden Mittelschulen (Höheren Schulen).** Eine vergleichende Studie mit einer Darstellung der Struktur der englischen Grammar School. (Wien, Verlag Eugen Ketterl, s.d.). 89 p., fig., tabl., notes. (Schulwissenschaftliche Reihe des Bundesministeriums für Unterricht, Band I). — Comparative study relating to the curricula, time-tables and syllabuses of Austrian and English general secondary schools. In considering the structural organization of education such as it exists respectively at Marlborough Grammar School and at Austrian secondary schools the author endeavours not only to distinguish from purely local features the future Austrian curriculum but also to explain other education systems and their cultural purposes. In his view, a "gulf" resulting from prejudice or from lack of information separates the continental and English school systems. (IBE)

375.05:373.1 (6) General Secondary School Syllabuses (Africa)

CESSAC, J. **Science teaching in the secondary schools of tropical Africa.** [See 375.2 (6)]

375.05:373.1 (81) General Secondary School Syllabuses (Brazil)

JACQUES DA SILVA, Maria Edmée de Andrade. **Didática da matematica no ensino secundário.** [See 375.3]

375.05:373.1 (81) General Secondary School Syllabuses (Brazil)

WEISS, Hugo et al. **Didatica da história.** [See 375.42 (81)]

375.05:373.15 (494) Lower Secondary Schools Syllabuses (Switzerland)

ALIG, Emil. **Die Musik im Lehr- und Erziehungsplan der Sekundarschule.** [See 375.75]

375.05:373.15 (485) LOWER SECONDARY SCHOOL SYLLABUSES (SWEDEN)

SWEDEN. KUNGL. SKOLÖVERSTYRELSEN. **Läroplan för grundskolan.** [See 375.05:372.22 (485)]

375.1 LANGUAGES — 375.12 MOTHER TONGUE: GERMAN — 37 D BIBLIOGRAPHY

DORTMUND. PÄDAGOGISCHE ZENTRALBÜCHEREI DES LANDES NORDRHEIN-WESTFALEN. **Sprachkunde und Deutschunterricht.** Das sprachpädagogische Schrifttum der Pädagogischen Zentralbücherei des Landes Nordrhein-Westfalen. Dortmund, 1963. 677 p., bibl., ind., app. — Catalogue of the Central Educational Library in North Rhine-Westphalia. The library has available for students 4,030 books, monographs, periodicals, etc. dealing with different aspects of language (philology, etymology, linguistics, semantics, etc.), with the teaching of German and foreign languages (grammars, dictionaries, teaching material and methods, works on syntax, etc.) as well as with languages and their significance in relation to other subjects (philosophy, psychology, physiology, remedial education, etc.). (IBE)

375.101 ELOCUTION. READING. PHONETICS

HARRIS, Albert J. **Readings on reading instruction.** [See 372.4]

375.101 ELOCUTION. READING. PHONETICS

INNOCENZI, Andrea. **Celere scrittura e rapida lettura.** [See 372.5]

375.101 ELOCUTION. READING. PHONETICS

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION (United States). **Development in and through reading.** [See 372.4]

375.101 ELOCUTION. READING. PHONETICS — 371.263 SCHOOL TESTS

SEGERS, A. **La lecture silencieuse à l'école secondaire et à l'université.** Louvain, Ed. Nauwelaerts — Paris, Béatrice-Nauwelaerts, 1962. 188 p., tabl., bibl., ind. (Université Catholique de Louvain, Laboratoire de pédagogie expérimentale, Documents de psychotechnique scolaire: Les mensurations psychopédagogiques, V). — Introduction to the study of silent reading; importance, role and aim of such reading; mechanisms involved in reading. Description of reading tests, together with in each case the following particulars: author; publisher; date of publication; composition and forms of the test; results; critical appraisal; bibliographical references. Ample bibliography at the end of the book. (IBE)

375.101 ELOCUTION. READING. PHONETICS — 372.4 READING — 375.12 MOTHER TONGUE: GERMAN

WINKLER, Christian. **Lesen als Sprachunterricht.** 3. überarb. Aufl. Ratingen, A. Henn Verlag, (cop. 1962). 127 p., fig., bibl. — Practical method for teaching of reading. In this method, based on a special theory emphasising the necessity of teaching children early to understand what they read, attention is given to structure of the sentence and to the relationship between reading instruction and development of the mother tongue. (IBE)

375.106 LITERATURE

NENTWIG, Paul. **Dichtung im Unterricht.** [See 375.107]

375.107 POETRY — 375.106 LITERATURE

NENTWIG, Paul. **Dichtung im Unterricht.** Grundlegung und Methode. Braunschweig, Georg Westermann Verlag, 1962. 400 p., fig., bibl. (12 p.), ind. (Grundthemen der pädagogischen Praxis). — Study on all aspects of the language of German poetry and prose (symbolism, rhythm, prosody, the fantastic, etc.) designed to clarify literary texts used in schools. This study and some practical advice together offer a teaching method which should encourage the pupil's taste for poetry. (IBE)

375.107 POETRY

SINGER, Kurt. **Lebendige Lese-Erziehung.** [See 372.4]

### 375.12 MOTHER TONGUE: SPANISH

ABREU GOMEZ, Ermilo. **La enseñanza del español.** San Salvador, Ministerio de educación, Departamento editorial, (cop. 1961). 67 p., bibl. notes. — The instruction in Spanish as mother tongue is considered to be based too much on rules of grammar. To remedy this the aims of such instruction at primary level should be (a) to cultivate the pupil's thinking as well as his oral and written expression, (b) to refine and enrich his vocabulary, (c) to instil the rudiments of grammar, (d) to correct mistakes in elocution, (e) to arouse a taste for reading. (IBE)

### 375.12 (81) MOTHER TONGUE: PORTUGUESE — 375.05:373.1 (81) GENERAL SECONDARY SCHOOL SYLLABUSES (BRAZIL)

AZEVEDO FILHO, Leodegário Amarante de et al. **Didática de português.** Súmulas de orientação para os exames de suficiência. (Rio de Janeiro), Ministério da Educação e Cultura, Diretoria do ensino secundário, 1960. 123 p., bibl. (Campanha de Aperfeiçoamento e Difusão do Ensino Secundário). — Guidance for future teachers of Portuguese at general secondary schools in Brazil. Introduction to the subject; aims; nature and content of the current syllabuses; teaching methods; Portuguese taught as vernacular language; procedures and checking (exercises, guided study, testing, etc.); out-of-school activities for enriching the programme in mother tongue. (IBE)

### 375.12 MOTHER TONGUE: ENGLISH

BRIGGS, F. Allen (Ed.). **Tricks of the trade in teaching language arts.** Alpine (Texas), The Cathedral Press, 1961. 124 p., ron. — Practical guide which, for teaching of English as mother tongue, is intended on the one hand to help the beginning teacher and on the other to give more zest to the work of teachers who have been serving for many years and are tired of teaching always in the same way. The teaching of English at secondary level is treated in several aspects: vocabulary; syntax; grammar; spelling; teaching to listen; poetry and drama; elocution; lesson repetition; assessment of pupils' progress. (IBE)

### 375.12 MOTHER TONGUE: GERMAN

DORTMUND. PÄDAGOGISCHE ZENTRALBÜCHEREI DES LANDES NORDRHEIN-WESTFALEN. **Sprachkunde und Deutschunterricht.** [See 375.1]

### 375.12 MOTHER TONGUE: GERMAN

JUSSEN, Heribert. **Die Erschliessung des verbalen Denkkreises im Taubstummenunterricht.** [See 371.912]

### 375.12 MOTHER TONGUE: GERMAN — 372.4 READING — 371.329 TEXTBOOKS — 37 P (494) RESEARCH AND INQUIRIES (SWITZERLAND)

MÜLLER, Ernst. **Zur Problematik des Schullesebuches für Zehnjärige, mit besonderer Berucksichtigung seines Wortschatzes und seines Weltbildes.** Zürich, Juris-Verlag, 1962. 131 p., tabl., bibl., notes, app. — Analysis of the educational value of the reader, its vocabulary and the picture of the world it offers to fourth-year pupils (10-11 years old at schools in German speaking Switzerland. Account of the changes introduced since the end of the 19th century and during the first half of the 20th century. The reader reflects the educational policy and fundamental ideas of the age; this is why it should take into account the results of the science of pedagogy and undergo the test of school use. The structure of words, their meaning for the child, the establishment of a basic vocabulary and the choice of texts — in relation to objective knowledge and the current situation — these are a few of the major problems raised by the reading textbook. (IBE)

### 375.12 MOTHER TONGUE: GERMAN

RUTT, Theodor. **Muttersprachschule.** 1. Teil: Theoretische und schulpraktische Beiträge zur deutschen Sprachlehre, Sprachkunde und Rechtschreibung. Ratingen, A. Henn Verlag, (1955). 192 p., notes, ind. (Lebendiges Sprachwissen, schaffendes Sprachkönnen, Band 2). — Book based on experience and explaining for schoolteachers how knowledge of mother tongue develops and becomes wider, how it increases and is maintained as the child speaks and listens. The contents are concerned with the structure and inner nature of the language rather than with its grammar, spelling and rules. The teaching theory and practical examples are based on exchange of ideas with children themselves as well as on school work and human relations. (IBE)

375.12 MOTHER TONGUE — 371.862 CHILDREN'S LITERATURE

RUTT, Theodor. **Sprachentfaltung und Buch.** 2. erw. Aufl. Ratingen bei Düsseldorf, A. Henn Verlag, (cop. 1961). 140 p., tabl., bibl. notes, ind. (Lebendiges Sprachwissen, schaffendes Sprachkönnen, Band 1). — Second edition, revised and enlarged, of a work originally published in 1951 under the same title and by the same publishers. (See IBE Bulletin No. 111). (IBE)

375.12 MOTHER TONGUE: ENGLISH — 375.13 MODERN LANGUAGES — 37 P (73) RESEARCH AND INQUIRIES — 37 D (73) BIBLIOGRAPHY (UNITED STATES)

SHANE, Harold G. & MULRY, June Grant. **Improving language arts instruction through research.** Washington, Association for Supervision and Curriculum Development, (1963). 153 p., bibl. (48 p.). — Annotated bibliography relating to research conducted in the United States for improving the instruction, particularly at secondary level, in language arts (reading, writing, spelling, grammar, elocution, etc.). A few chapters deal with the introduction of foreign languages into the primary school curriculum, children's literature and the employment of audio-visual aids. (IBE)

375.12 MOTHER TONGUE: GERMAN

WINKLER, Christian. **Lesen als Sprachunterricht.** [See 375.101]

375.122 (∞) BILINGUALISM (VARIOUS COUNTRIES)

STERN, H.H. (Ed.). **Foreign languages in primary education.** [See 375.13 (∞)]

375.13 MODERN LANGUAGES

BOHLEN, Adolf. **Bild und Ton im neusprachlichen Unterricht.** [See 371.36]

375.13 MODERN LANGUAGES: RUSSIAN

BRANDT, B. & GARSKY, I. (Hrsg.). **Sprachpraxis.** Berlin, Volk und Wissen Volkseigener Verlag, 1961. 112 p., fig., tabl., bibl. (Sammelband zur Methodik des Fremdsprachenunterrichts). — Teacher's guide for giving instruction in modern languages, particularly Russian, in the German Democratic Republic. Description of a method intended to instil in pupils quickly a sufficient knowledge of the grammar, syntax, pronunciation and vocabulary in order that they may use this language with very little delay. Particulars concerning the exchange of letters between Soviet and East-German schools; list of the most frequently employed Russian terms. In conclusion a brief consideration of the views held by German humanists of the 15th century about the teaching of languages (mainly Latin) with a view to quick practical use of them. (IBE)

375.13 (∞) MODERN LANGUAGES — 372.1 (∞) PRIMARY TEACHING METHODS — 377.38 (∞) EDUCATION FOR INTERNATIONAL UNDERSTANDING (VARIOUS COUNTRIES) — 37 N (∞) INTERNATIONAL CONFERENCES

FÉDÉRATION INTERNATIONALE DES ASSOCIATIONS D'INSTITUTEURS. **L'enseignement des langues étrangères à l'école primaire et la compréhension internationale.** Rapports des Associations nationales présentés à la XXXI$^e$ Conférence des délégués, Stockholm 1962. Lausanne, F.I.A.I., 1962. 48 p. ron. — The inquiry conducted by the International Federation of Teacher's Associations in view of its 1962 Congress was intended to serve as groundwork for the discussion on the advisability of introducing the study of modern languages in the last years of primary school (towards the end of compulsory schooling) in order to encourage international contacts. The reports of the sixteen countries which replied to the questionnaire show, despite the great variety of situation existing in the various countries there is a certain uniformity since only in a very few cases is a modern language taught before secondary level. (IBE)

375.13 MODERN LANGUAGES: ENGLISH

FRENCH, F.G. **Teaching English as an international language.** London, Oxford University Press, 1963. 112 p., fig., tabl. — Practical suggestions for teachers who, while not having English as mother tongue, teach this language in their country's schools. Certain considerations regarding the structure of English are followed by recommendations dealing mainly with ways of enlivening the teaching and making it more concrete by the use, in particular, of " substitution tables ". (IBE)

375.13 MODERN LANGUAGES — 371.36 AUDIO-VISUAL TECHNIQUES

GATTEGNO, C. **Teaching foreign languages in schools.** The silent way. Reading [England], Educational Explorers, (1963). x+84 p., app. (Modern Language Series). — Language teaching method called "the silent way" and found to be particularly effective with classes containing pupils of different nationalities. Its main features are as follows: (a) subordination of teaching to learning; (b) replacement of memory by recognition and familiarity; (c) use of letters or groups of letters in colour (to show similarity and dissimilarity) as well as of many audio-visual aids; (d) acquainting children with the spirit of the language (melody, rhythm, most common sounds) through the medium of tape and gramophone recordings; (e) introduction, at the beginning, of only very few nouns, together with some verbs, pronouns, adjectives and other qualifying words, in order to encourage linguistic comprehension; (f) teaching of the written word at the same time as the spoken word. (IBE)

375.13 (∞) MODERN LANGUAGES — 373.1 (∞) SECONDARY GENERAL CULTURE EDUCATION (VARIOUS COUNTRIES) — 370.48 COMPARATIVE EDUCATION RESEARCH

**Modern languages at general secondary schools.** Research in comparative education. Geneva, International Bureau of Education & Paris, Unesco, (cop. 1964). XLVII+189 p., tabl. (Publication No. 268). — This comparative education study undertaken by the I.B.E. was confined to general secondary schools although it is known that the teaching of modern languages is by no means limited in extent to such establishments. It was considered, however, that a useful purpose would be served by study of the particular problems connected with the place of modern languages in general education. These languages are found among the compulsory subjects, that is to say regarded as essential to modern humanistic culture, in 76 of 85 countries which replied to the questionnaire and in 44 of these 76 countries two languages, or even more, are compulsory. As regards the languages taught, the data collected shows on one hand the wide-spread use of so-called western languages and on the other the increasing attention given to indigenous languages. A summary analysis of the aims assigned to modern language teaching and of the methods employed shows a similarity of trends. There is, however, still conflict between the traditional cultural aims and the utilitarian ones dictated by the development of international relations. Almost everywhere the teaching starts with oral and aural practice of the spoken language. In this connection, audio-visual media constitute valuable aids, although the use of actual language laboratories is not wide-spread owing to the high cost. The main hindrance, however, to effective development of language teaching is the shortage of qualified teachers. By way of remedy in most countries various means are provided enabling teachers to receive further training and sometimes foreign assistants are engaged. (IBE)

375.13 MODERN LANGUAGES: ENGLISH

MONFRIES, Helen. **Oral drills in sentence patterns.** For foreign students. London, Macmillan & Co., 1963. xv+150 p., fig., app. — Sentence patterns in which oral drill makes English lessons easy and "less passive" for beginners and enables the verbs as well as an ample vocabulary to be mastered quickly. The accented syllables and the intonation of the English sentence are indicated from the start. (IBE)

375.13 MODERN LANGUAGES

ROCHE, André J. **El estudio de las lenguas modernas.** Traducción y adaptación por Ramón Meseguer. Barcelona, Editorial Luis Miracle, (1962). 124 p., tabl., notes. (Paideia, 25). — Spanish translation of a work published in French under the title "L'étude des langues vivantes et ses problèmes" by Presses Universitaires de France, Paris, in 1955. (See IBE Bulletin No. 122). (IBE)

375.13 MODERN LANGUAGES

SHANE, Harold G. & MULRY, June Grant. **Improving language arts instruction through research.** [See 375.12]

375.13 (∞) MODERN LANGUAGES — 375.122 (∞) BILINGUALISM (VARIOUS COUNTRIES) — 37 N (∞) INTERNATIONAL CONFERENCES — 372.1 PRIMARY TEACHING METHODS

STERN, H. H. (Ed.). **Foreign languages in primary education.** The teaching of foreign or second languages to younger children. Report... Hamburg, Unesco Institute for

Education, 1963. 103 p., tabl., bibl., notes, app. (International Studies in Education). — Report on a meeting of experts held in Hambourg in 1962 on " the teaching of foreign or second languages to younger children ". After having considered successively the social, political, economic, educational, psychological and physiological aspects of the matter, these specialists declare themselves in favour of the early learning of a foreign language. Account of experiences and experiments carried out in European and non-European countries (a) in which a foreign language is used as " lingua Franca ", (b) in which the coexistence of populations speaking different languages demands knowledge of an international or supra-regional language. Account of experiments conducted by bilingual international schools in France, Luxembourg and Berlin. Practical suggestions concerning methods; list of research problems recommended for future studies. (IBE)

### 375.13 MODERN LANGUAGES — 379.821 (∞) STUDIES ABROAD. FOREIGN SCHOOLS (VARIOUS COUNTRIES)

WILLOT, A. **Langues vivantes et problèmes d'éducation.** Bruxelles & Paris, Marcel Didier, (1962). 414 p., tabl., bibl. (18 p.), ind. (Publications du Séminaire de méthodologie spéciale et d'orthophonie des langues germaniques de l'Université de Liège). — The teaching of modern languages as part of secondary schooling has a much broader significance than the mere technical study of a foreign language. Foreign languages are a means both of discovering the culture and mentality of other peoples and of acquiring a true humanistic and international education. The value of visits abroad, of exchanges and meetings between young people from different countries. Practical information, with addresses of the institutions and organizations concerned, on the opportunities for study abroad, language courses for foreigners, international work camps, various types of contact, etc. This information concerns mainly Dutch, German and English speaking countries. (IBE)

### 375.13 MODERN LANGUAGES: FRENCH — 372.4 READING — 370.7 (611) EDUCATIONAL EXPERIMENTATION (TUNISIA)

WITTWER, J. **La lecture et sa compréhension en troisième primaire tunisienne.** (Etude expérimentale des méthodes de l'enseignement du français). Tunis, Centre National d'Etudes et de Formation pédagogiques, (1961). 38 p., tabl. (Cahier No. 1). — Research for ascertaining whether the "method based, from the beginning, on reading comprehension" for teaching of French is better than other methods. The experiment concerned an experimental class (O.A.) and 7 control classes of Tunisian pupils in their third primary year. Preliminary testing for homogeneity of the groups. Assumptions tested: (a) method based on the study of connected stories; (b) creation of a climate conducive to comprehension of the topic; (c) limited frequency of new words during the first six weeks; (d) establishment of an individual "analytic and synthetic" procedure. Analysis of the method and of the results. According to the "reading indications" and the "comprehension scores" the author found the effect of the assumed factors proved. He hopes for "closer connection between work in experimental psychology and that in educational experimentation" as well as for all teachers to receive "a sound training in educational psychology". (IBE)

### 375.14 CLASSICAL LANGUAGES: LATIN

NÓBREGA, Vandick L. da. **A presença do latim.** 3 vol. I. **Metodologia e instituições.** II. **Parte gramatical.** III. **Antologia.** Rio de Janeiro, Centro Brasileiro de Pesquisas Educacionais, INEP, Ministério da Educação e Cultura, 1962. 403, 576 & 775 p., tabl., bibl., ind., app. (Publicações do Centro Brasileiro de Pesquisas Educacionais. Guias de ensino. Série L. Vol. 6. B. — Escola secundária). — These three well informed volumes containing ample documentation may be considered as a kind of comprendium for the study of Latin. Defence of Latin as being the basis of humanist culture. Detailed account of the life and customs of the Romans. The language (grammar, syntax, vocabulary). The texts have been selected so that not only secondary school pupils and the teachers but also university students may broaden their knowledge by reading them Cicero's " De Legibus " for law students, Pliny's " Natural history " for medical students, etc. (IBE)

### 375.2 NATURAL SCIENCE

ARNOL'D, N.V. **Učebnyj fil'm na urokah prirodovedenija.** [See 371.364]

375.2 (6) Natural Science — 375.05:373.1 (6) Syllabuses for Secondary General Culture Education (Africa) — 371.66 Special Premises

CESSAC, J. **Science teaching in the secondary schools of tropical Africa.** (Paris), Unesco, (1963). 79 p., fig., tabl. — Analysis of the situation and needs of the different states in tropical Africa in regard to science teaching, together with a consideration of the ways in which such teaching may be improved. Comparison, as regards various aspects of this teaching (syllabuses, time-tables, textbooks), between the African countries which are influenced by language differences. Emphasis on the need (a) to equip these countries reasonably with experimental material in order that they may better evaluate and grade the science teaching, (b) to provide teachers with adequate training and the facilities for further training, (c) to investigate a possible method, suitable for teaching conditions in tropical Africa, by which science may be popularised. (IBE)

375.2 Natural Science — 37 N (42) Conferences (United Kingdom)

PERKINS, W. H. (Ed.). **The place of science in primary education.** London, The British Association for the Advancement of Science, 1962. 93 p., tabl. — Studies based on reports presented at a conference held in 1961 on the introduction of natural science in primary school. At this level such instruction must not be regarded as a formal subject but rather as a means of encouraging the pupil to observe and experiment and thus be drawn towards natural science. Problems relative to the training of teachers accordingly; questions most frequently asked by pupils, concrete examples, etc. (IBE)

375.2 Natural Science — 371.364 Educational Films — 370.7 (73) Educational Experimentation (United States)

POPHAM, W. James & SADNAVITCH, Joseph M. **The effectiveness of filmed science courses in public secondary schools.** Pittsburg, Department of Education and Psychology, Kansas State College, 1960. 63 p., tabl., bibl., app. — Report on an inquiry conducted in the south-east of Kansas for the purpose of assessing the effectiveness and instructional value of filmed physics and chemistry courses at public secondary schools. (IBE)

375.2 Natural Science

PROCTOR, Elsie. **Nature study for primary schools.** London, Evans Brothers, (1962). 256 p., fig., tabl., bibl., ind. — Suggestions and indispensable knowledge for the teaching of nature study at primary level. Topics (birds, fish, animals, the weather, plants, trees, etc.) may be studied according to the season and in connection with the environment whether rural or urban. How to make written notes of observations and represent them by graphs, etc. Necessary teaching material. Examples of lessons which can be given even by teachers who are not specialised in this field. (IBE)

375.2 Natural Science

SAUNDERS, H.N. **Beginning science.** A year's course for tropical schools. London, [etc.], Thomas Nelson and Sons, (1956). x+171 p., fig., bibl., ind., app. (Nelson's Education Handbooks). — Guide for science teachers who are not provided with a proper science laboratory or the necessary material for experiments. By the employment of improvised equipment the lessons can be given more life, while construction of such material will help the teacher to grasp the significance of the experiment all the better. Discussion concerning the scientist's work, the sciences and the science teacher. Description of easy experiments in physics, chemistry and biology. In the appendix: basic material required for experiments in these three subjects; bibliography. (IBE)

375.2 (46) Natural Science (Spain)

VIDAL BOX, C. **Didáctica y metodología de las ciencias naturales en la enseñanza media.** Madrid, Ministerio de educación nacional, Dirección general de enseñanza media, (1961). 348 p., fig., pl., bibl. notes. (Ediciones de la revista " Enseñanza media ", Num. 234). — General remarks on the aim and present position of natural science teaching at secondary level in Spain. Methods to be employed in courses (4-year elementary and 2-year senior) for each of the two baccalaureates; aim of country walks; visits to museums; how to use various laboratory instruments, etc. Concrete examples of theoretical and practical work. Lists of additional reading matter for pupils. (IBE)

375.21 PHYSICS

WAGENSCHEIN, Martin. **Die pädagogische Dimension der Physik.** Braunschweig, Georg Westermann Verlag, 1962. 292 p., fig., bibl., ind., app. (Grundthemen der pädagogischen Praxis). — Physics considered as a process which during twenty-five centuries has been transforming man's relationship with nature and at the same time changing man himself. As regards the teaching of physics, the author's purpose is not so much to offer specific directions but to help transform the "climate" for it. The book is in two parts: (1) creation of physical concepts in man; (2) training man through teaching of physics. (IBE)

375.25 BIOLOGY — 371.34 TEACHING MATERIAL

MILLER, David F. & BLAYDES, Glenn W. **Methods and materials for teaching the biological sciences.** A text and source book for teachers in training and in service. 2nd ed. New York & London, McGraw-Hill Book Co., 1962. x+453 p., fig., bibl., ind. — Work, now in a second and completely re-arranged edition, dealing with (a) methods and principles, (b) teaching material and its employment in the classroom or in the laboratory. Possibilities of employing simple apparatus made in the classroom where funds and scientific equipment are lacking. Suggestions concerning the " problems and projects method " in which the pupils are given not only biological knowledge but also the opportunity of experimenting and of thus learning this knowledge so that they are helped both to understand the principles and to apply them in everyday life. (IBE)

375.3 MATHEMATICS

BIGGS, J.B. **Anxiety, motivation and primary school mathematics.** [See 370.46]

375.3 MATHEMATICS

GOUTARD, Madeleine. **Les mathématiques et les enfants.** Neuchâtel & Paris, Editions Delachaux & Niestlé, (cop. 1963). 189 p., fig., bibl. — Report informing teachers about experiments carried out during three years in more than 150 classes in the province of Quebec for acquainting teaching staff with how to use the Cuisenaire rods and with new instructional methods. Empirical research, first stage in employment of the Cuisenaire material, followed by an endeavour to systematise and master the structures. Designing of mathematical language; examples of mathematical composition written by children in a primary class and then applied without material. Numeration and teaching it with aid of the rods. Arithmetic methods. Problems in application. Critical discussion, in the light of the experiments reported, concerning present teaching. (IBE)

375.3 MATHEMATICS

GROSSNICKLE, Foster E. & BRUECKNER, Leo J. **Discovering meanings in elementary school mathematics.** 4th ed. New York, [etc.], Holt, Rinehart and Winston, (1963). x+468 p., fig., tabl., bibl., gloss., ind., app. — Fourth edition of the work "Discovering meanings in arithmetic" originally published in 1959 by The John C. Winston Co. in Philadelphia. (See IBE Bulletin No. 137). (IBE)

375.3 MATHEMATICS — 375.05:373.1 (81) GENERAL SECONDARY SCHOOL SYLLABUSES (BRAZIL)

JACQUES DA SILVA, Maria Edmée de Andrade. **Didática da matemática no ensino secundário.** [Rio de Janeiro], Ministério da Educação e Cultura, Diretoria do Ensino Secundário, Campanha de Aperfeiçoamento e Difusão do Ensino Secundário, (1960). 240 p., tabl., bibl., app. — Work which was awarded first prize in an annual competition held by the Directorate of Secondary Education in Brazil for the best monograph on method in the case of the different subjects. Part I. General matters: aims of mathematics teaching; its place in the curriculum; motivation and learning; methods and teaching material; evaluation of pupils' progress. A very comprehensive list of books for teachers as well as pupils is included in order to serve as basis for a small reference library. Part II. Different matters involved in the mathematics and in their teaching (arithmetic, algebra, geometry, trigonometry, functions, infinitesimal calculus). Part III. Examples of syllabus arrangement for junior secondary level. (IBE)

375.3 (73) MATHEMATICS — 379.31 (73) SCHOOL INSPECTION — 37 N (73) CONFERENCES (UNITED STATES)

SNADER, Daniel W. (Ed.). **The leadership role of State supervisors of mathematics.**

Report of a Conference under the auspices of the U.S. Dept. of Health, Education, and Welfare, Washington, June 19-23, 1961. (Washington), U.S. Office of Education, (1962). 107 p., app. (Bulletin 1962, No. 1). — Intended to help such supervisors the conference recommended the steps which should be taken for raising the standard of mathematics teaching, both by improved training of teachers and by revision of programmes. Discussion of the main factors involved in enabling supervisors to check whether the programmes are being followed by teachers. (IBE)

375.3 MATHEMATICS

WITTENBERG, Alexandre Israel; SAINTE-JEANNE-DE-FRANCE, Sœur & LEMAY, Fernand. **Redécouvrir les mathématiques.** Exemples d'enseignement génétique. Neuchâtel & Paris, Editions Delachaux & Niestlé, (cop. 1963). 93 p., fig., bibl. notes, app. (Actualités pédagogiques et psychologiques). — Appeal for rediscovery in mathematics teaching, that is for producing in the child's mind a genesis of the mathematician's reply to questions which have obvious meaning and interest for the child. In this way, learning mathematics becomes logical and connected and is no longer confined to the collection of concepts, definitions, theorems and proofs. Hence the need for a corresponding change in the training of teachers, who should be taught "to see elementary mathematics with new eyes", to meditate on internal structure, on the logical chain of ideas in mathematics. This new perspective in education is illustrated with examples of actual instruction in geometry, algebra, etc. (IBE)

375.31 ARITHMETIC

BONBOIR, A. **Test pour la mesure de l'acquis arithmétique en fin de scolarité primaire.** [See 371.263]

375.31 ARITHMETIC

DUTTON, Wilbur H. & ADAMS, L.J. **Arithmetic for teachers.** Englewood Cliffs, N.J., Prentice-Hall, (1961). xiii+370 p., fig., tabl., bibl., ind. — Presentation to help elementary school teachers give sound and challenging lessons in arithmetic. Explanation of basic concepts and theories (accompanied throughout by practical exercises and the procedure required in them) relating to the following subject matter: addition; subtraction; multiplication; division; measurement; problem solving and its analysis; fractions; units of measure (weight, volume, etc.); percentage; introduction to algebra and geometry; evaluation of the teaching and of pupil progress. (IBE)

375.31 ARITHMETIC

GATTEGNO, Caleb. **Enfin Freddy comprend l'arithmétique!** L'emploi des réglettes Cuisenaire expliqué aux parents. Traduction de René Fouéré. Neuchâtel & Paris, Editions Delachaux & Niestlé, (cop. 1962). 98 p., fig. — French translation of a work explaining the Cuisenaire method and intended specially for parents who wish to help their children when the latter are in difficulty with arithmetic. Description of the box of 241 coloured rods, together with indications as to its use. After familiarising himself with the rods, and by means of a series of games, the child proceeds to exercises which will enable him to perform the four arithmetical operations and solve other problems: proportion sums; calculating length, area and volume; finding the highest common factor and the lowest common multiple; work on fractions, etc. (IBE)

375.31 ARITHMETIC

GATTEGNO, Caleb. **Guide introductif aux nombres en couleurs** à l'usage du corps enseignant primaire. Traduit de l'anglais par Madeleine Goutard. Neuchâtel & Paris, Editions Delachaux & Niestlé, (cop. 1961). 63 p., bibl. — French translation of a work published under the title " A teacher's introduction to the Cuisenaire-Gattegno method of teaching arithmetic " by Educational Explorers, Reading, in 1960. (See IBE Bulletin No. 149). (IBE)

375.31 ARITHMETIC

MOTT, E.M. **First steps in practical number work.** [See 372.6]

375.31 ARITHMETIC — 371.912 HEARING DEFECTS

SLEZINA, N.F. **Obučenie arifmetike vo II-IV klassah školy gluhih.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 116 p., fig., tabl. (Institute for the Study of Deficiency, The Teachers' Educational Library). — Two opposing methods of teaching arithmetic to the deaf: (a) mimicking, which offers a too simple solution and makes difficult or impossible the explanation of abstract concepts; (b) transformation of the arithmetic lesson into a lesson in articulation and in definition; this likewise makes difficult the progress in arithmetic teaching. The author consequently suggests a middle solution enabling the pupils to learn words which are essential for the planning and conducting of lessons; each school year the pupils are given a minimum number of additional words necessary for the teaching of arithmetic. (IBE)

375.40 (73) Social Studies (United States)

HILL, Wilhelmina. **Unit planning and teaching in elementary social studies.** [See 375.99 (73)]

375.40 Social Studies — 375.825 International Teaching — 370.7 (430.2) Educational Experimentation (Federal Republic of Germany)

HUG, Wolfgang (Hrsg.). **Die Entwicklungsländer im Schulunterricht.** Hamburg, Unesco-Institut für Pädagogik, 1962. 70 p., pl., bibl. (10 p.). (Internationale pädagogische Studien). — Report of a study group at the Unesco Institute for Education, Hamburg: aim of education given about the developing countries; educational value which such education has for new generations; topics which should be treated. Practical examples of information about the developing countries (for grades VI to XIII). Aspects of the teaching and indications concerning methods. Report on an article intended to foster in the pupils of a final class at secondary level the ability to think internationally. (IBE)

375.40 (73) Social Studies (United States)

HUNT, Erling M. et al. **High school social studies perspectives.** Boston, [etc.], Houghton Mifflin Co., (1962). IX+344 p., fig., bibl., notes, ind. — New perspectives and a review of what is already known in the field of the social studies, presented by several specialists and intended for teachers of the subject at American high schools. By explaining current development in social studies syllabuses and by offering some suggestions as to the goals which should now be sought in such syllabuses, it is hoped that the book may lead to improvement in school courses and programmes as well as in teacher training courses. (1) Historical survey of the objectives and curricula; (2) anthropology, sociology and social psychology; (3) economics; (4) geography; (5) political science; (6) United States history; (7) Western civilisation. The final six chapters deal with the following areas: Africa, Eastern Asia, Latin America, Middle East, India, Pakistan, U.S.S.R. (IBE)

375.41 Geography — 371.34 Teaching Material

BRAZIL. MINISTÉRIO DA EDUCAÇÃO E CULTURA. Diretoria do Ensino Secundário. Secção de Prédios e Aparelhamento Escolar. **A sola de geografia e o seu material didático.** (Rio de Janeiro), Campanha de Aperfeiçoamento e Difusão do Ensino Secundário, 1960. 198 p., fig., tabl., bibl., gloss., app. — Practical suggestions to help geography teachers at Brazilian secondary schools in constructing and employing satisfactory teaching material. Advantages of a special room for the subject; the arrangement and equipment. Providing of graphs and relief or ordinary maps; use of audio-visual media; special equipment for meteorological observations; the school museum; pupil material (atlases, textbooks, cards); organization and activities of geography clubs. In the appendix: list of recommended books for teachers; useful addresses for procuring the teaching material. (IBE)

375.41 Geography

NOUGIER, Louis-René & NOUGIER, Henriette. **Il ragazzo geografo.** Traduzione di Giuseppe Barbieri Firenze, " La Nuova Italia " Editrice, (1961). VIII+121 p., bibl. (Didattica viva, 8). — Italian translation of " L'enfant géographe " published in 1952 by Presses Universitaires de France, Paris. (See IBE Bulletin No. 109). (IBE)

375.42 (430.2) History (Federal Republic of Germany)

BUCHHEIM, Max. **Arbeitsmaterial zur Gegenwartskunde.** [See 377.34 (430.2)]

375.42 History — 377.382 Revision of Textbooks

COMMISSION INTERNATIONALE POUR L'ENSEIGNEMENT DE L'HISTOIRE. **Index de références.** Documentation rassemblée par G. Ecken, Y. Cottaz & J. de Launay. Bruxelles & Paris, Brepols, s.d. x+246 p., bibl. — An "index of references" compiled in conformity with the aim of the International Commission for the Teaching of History, namely "to promote better understanding between peoples by the improvement of history teaching in accordance with the strictest objectivity". Resolutions and recommendations adopted at several recent international meetings of historians and of specialists in history teaching. The content of the resolutions — relating to nine historical periods ranging from the Middle Ages to the second world war — is given in extenso in the French version and followed in each case by the date of the resolution. In the case of each "era", experts of the Council of Europe offer general comments on the manner in which the teaching of each historical period should be approached. (IBE)

375.42 (94) History (Australia)

FRENCH, E.L. (Ed.). **Melbourne studies in education, 1960-1961.** [See 37 B (944)]

375.42 (43 + 430.2 + ∞) History — 371.329 (43 + 430.2 + ∞) Textbooks — 370.48 (43 + 430.2 + ∞) Comparative Education Research (Germany, Federal Republic of Germany, Various Countries)

HEINEL, Jürgen. **Die deutsche Sozialpolitik des 19. Jahrhunderts im Spiegel der Schulgeschichtsbücher.** Braunschweig, Albert Limbach Verlag, (1962). 108 p., bibl., notes. (Schriftenreihe des internationalen Schulbuchinstituts, 6. Band). — Comparative study of 147 history textbooks published by German education authorities: (a) from 1900 to 1918, (b) under the Weimar Republic, (c) under the Third Reich and (d) by the present Federal Republic of Germany. This research reflects German social policy since the nineteenth century, the educational aspirations of the State under the different régimes and the importance of historical research in establishing an objective truth. The development of German social policy in the nineteenth century shows the advent of what is known as the fourth State, its existence as a political power leading to government of the masses. The difference of appreciation in the presentation of the same historical facts to pupils is of great interest. The last section of the book is devoted to an examination of how certain aspects of German social policy are presented by recent textbooks in the western world. (IBE)

375.42 (∞) History (Various Countries) — 37 G (∞) International Yearbooks

**Internationales Jahrbuch für Geschichtsunterricht, Band VIII.** Herausgegeben von der Arbeitsgemeinschaft Deutscher Lehrerverbände. Braunschweig, Albert Limbach Verlag, (1961-1962). 416 p., bibl. — Among other topics dealt with in this eighth international yearbook of history teaching, it is worth noting an experimental method applied to the teaching of contemporary history, a series of articles on the evolution of relations between Germany and the Scandinavian countries from 1933 to 1945 and on relations between Great Britain and Germany, some information on conferences and meetings and an analysis by German historians of history textbooks published in Spain. Three obituaries (Mina Specht, André Puttemand and Sverre Kjeldstadli). Annotated bibliography of the most recently published historical works. (See IBE Bulletin No. 141). (IBE)

375.42 History

MIRANDA BASURTO, Angel. **Didáctica de la historia.** 2a ed. Mexico, Fernández editores, (1960). 133 p., bibl. (Ensayos pedagogicos, XIV). — The teaching of history constitutes one of the most delicate tasks in education. The value of this subject from the standpoint of training resides in the cult of truth. An analysis of the various changes in the concept of history (comparative, biographical, ethnographic, geographical, etc. methods) leads to an explanation of the attitude to be adopted by history teachers. (IBE)

375.42 (81) History — 375.05:373.1 (81) General Secondary School Syllabuses (Brazil)

WEISS, Hugo et al. **Didática da história.** (Súmulas para o curso de orientação). [Rio de Janeiro], Ministério da Educação e Cultura, Diretoria do Ensino secundário, Campanha de Aperfeiçoamento e Difusão do Ensino Secundário, (1961). 173 p., tabl.,

bibl. — Critical analysis of the programmes, syllabuses and methods of history teaching at secondary schools in Brazil. It is for the teacher rather than for regulations to avoid the dangers both of lessons having a purely political bias and of the excessive memorising of facts, dates, dynasties, etc. Through him the aims ascribed to this subject will be achieved: development of a spirit of impartial critical appraisal; training of a patriotic, civic and democratic attitude open to tolerance and to international understanding. (IBE)

375.44 Economic Sciences — 373.5 Vocational and Technical Education — 37 C Life and Work of Educationists

ABRAHAM, Karl (Hrsg.). **Gedanken zur Wirtschaftspädagogik.** Festschrift für Friedrich Schlieper zum 65. Geburtstag am 5. März 1962. Freiburg i.Br., Lambertus-Verlag, (cop. 1962). 194 p., 1 pl., fig., bibl. — Ten studies on educational questions connected with the teaching of economic and social sciences in commercial and vocational courses. The diversity reflected in these articles, sometimes supporting each other, sometimes disagreeing, accords with the desire for objectivity possessed by Fr. Schlieper, to whom this book is dedicated. (1) Modern culture and the teaching of economics; (2) influence of economics teaching on practical vocational training; (3) economy-education relationship at the time of mercantilism; (4) vocational education, social education, teaching of economics; (5) relationship between education and the economy; (6) planning the courses of the higher schools of commerce; (7) scientific bases of vocational education and the teaching of economics, contribution of philosophical anthropology; (8) teaching of economics in modern education; (9) vocational education for adults; (10) development of vocational education in the USSR. List of Fr. Schlieper's publications at the end of the book. (IBE)

375.44 (714) Economic Sciences — 37 N (714) Conferences (Canada/Quebec)

ASSOCIATION CANADIENNE DES ÉDUCATEURS DE LANGUE FRANÇAISE. Commission permanente d'éducation économique. **La formation économique en éducation.** Quinzième Congrès de l'A.C.E.L.F., Montréal août 1962. Québec, Editions "L'ACELF", (1962). 295 p., app. — Proceedings of the 15th congress of the A.C.E.L.F. (Canadian association of French-speaking teachers). The reports and research studies clearly show the necessity and value of an up-to-date training in economics at all levels of French Canadian education. General aims of economics training. Recommendations submitted by the different committees concerning economics teaching at universities, colleges, teacher training schools, specialised schools, family institutes, secondary schools, elementary schools and in adult education. (IBE)

375.5 (81) Philosophy — 37 P (81) Research and Inquiries (Brazil)

MACIEL, Carlos Frederico. **Um estudo-pesquisa sôbre o ensino secundário da filosofia.** Recife, MEC - INEP, Centro regional de pesquisas educacionais do Recife, 1959. 188 p., notes, app. — Research on the teaching of philosophy at secondary level establishments in Brazil. From certain studies and from an investigation among pupils and teachers at various colleges and secondary schools in the state of Pernambuco it is possible for some conclusions to be drawn, for example that the difficulties encountered in such instruction are due to an internal crisis in philosophy itself and to shortcomings in secondary education (lack of coordination between different subjects, inadequate training of teachers in this field, etc.). As a result of the country's need for quicker industrialisation, philosophy is often regarded as a useless subject and hence the ever diminishing place allotted to it in curricula. A re-appraisal of philosophy teaching is thus seen to be essential and might be made easier by the setting up of an association of philosophy teachers. (IBE)

375.6 Religious Teaching — 375.72 Visual Arts

CARILE, Sergio. **Il dipinto spontaneo infantile.** Appunto guida per i monitori che vogliono usare il metodo del dipinto nelle scuole domenicali. Torino, Editrice Claudiana, 1961. 77 p., fig., bibl. — Handbook for Sunday-school monitors. Drawing may be considered as a means of expression which can make the teaching of historical facts and anecdotes in religious instruction attractive and more effective. Remarks on psychological aspects involved (drawing as a function of the child's development and as a means of expression) are followed by practical suggestions concerning the interpretation of early attempts at drawing. This theory is illustrated by a series of children's drawings. (IBE)

375.6 (42) RELIGIOUS TEACHING (UNITED KINGDOM)

**FLETCHER, Ronald. Issues in education.** [See 373.10 (42)]

375.6 RELIGIOUS TEACHING

HENDRICK, V. **Et vous serez mes témoins.** Méthodes et programmes du cours de religion à l'école primaire. Issy-les-Moulineaux (Seine), Editions Saint-Paul, 1963. 191 p. — Syllabuses and methods for teaching of the catechism. Intended for pupils in teacher training schools and staff who give religious instruction at primary level, this guide is based on very broad lines and easily adaptable to local school conditions. I. Methods: statement of various didactic principles applicable to teaching of the catholic religion to children 6 to 12 years of age. II. Syllabuses: model lessons for first classes. (IBE)

375.7 (47) ART TEACHING — 373.56 (47) VARIOUS VOCATIONS (USSR)

BRYCE, Mayo. **Fine arts education in the Soviet Union.** (Washington), U.S. Office of Education, (1963). v+74 p., fig., tabl., bibl., app. (OE-14085). — In connection with bilateral cultural exchanges the United States sent a mission to the Soviet Union to study and interpret for American educators (1) the intent and philosophy (dialectical materialism) behind this country's strong support for the arts, (2) the organization, administration and content of arts education programmes. Comprehensive report on the mission's investigation concerning not only the aesthetic education received by children from primary school until completion of schooling but also the special courses for amateurs and professionals (dancing, acrobatics, music, dramatic art, etc.). In the appendix: the study plans in their entirety. (IBE)

375.7 ART TEACHING

LEIF, J.; DÉZALY, R. & RUSTIN, G. **Didáctica de la escritura y de las assignaturas especiales.** [See 372.5]

375.7 ART TEACHING — 372.1 PRIMARY TEACHING METHODS — 371.17 THE TEACHER'S LIFE

MARSHALL, Sybil. **An experiment in education.** Cambridge, At the University Press, 1963. VII+222 p., 36 pl., notes. — The author describes her " symphonic method " for artistic activities and their planning at school. The success of her pupils in class and at exhibitions proves the value of a method whose prime objective is to awaken the child's interest. The account of eighteen years' teaching experience reveals those factors which, added to an extremely subtle psychology, create an atmosphere conducive to the expression of poetic and visual ideas and give the child a taste for work. (IBE)

375.72 VISUAL ARTS — 377.4 AESTHETIC EDUCATION

BERCY, Jean. **L'expression artistique et son contexte pédagogique.** Peinture, modelage, dessin. Paris, Editions Fleurus, cop. 1963. 120 p. (Collection "Animateurs"). — All education and teaching should start from the idea of self-expression or of the individual's assertion of his personality, that inner treasure-house of experiences, aspirations, desires, emotions and ideas. Creating is an indispensable activity which airs the inner life, giving unity and balance to the individual. In the light of personal experience the author lists the essential rules for producing true artistic expression and analyses the creative process, following carefully its development. He offers practical advice on methods and on the organization of work in an atelier, describes the ideal conditions for free, partially free or guided activity to thrive, presents several themes for work and assesses their value from the aspect of educational psychology. Those starting to work as inspiring instructors are enabled by this book to work out their own method. (IBE)

375.72 VISUAL ARTS

CARILE, Sergio. **Il dipinto spontaneo infantile.** [See 375.6]

375.72 VISUAL ARTS — 371.264 METHODS OF PSYCHOLOGICAL DIAGNOSTICS

CASTIGLIONI, Giulio. **Intuizione ed espressione.** Ricerche di psicologia dell'età evolutiva. (Torino), Società editrice internazionale, (1961). 228 p. + 48 pl., fig., tabl., bibl. notes. (Psicologia e vita, Collana di psicologia applicata ai problemi educativi, 40). — Psychological study of drawing, the child's means of expression, as being a way of grasping the reality and as an indication of mental development. Of the two series of reproductions one illustrates with examples of children's coloured drawings the development of this art, while the other concerns masterpieces (by Murillo, Dürer, etc.) which were used in a study on their interpretation and the emotions experienced in front of them by children aged 8 to 17 years. Statistical tables for psychological diagnosis. (IBE)

375.72 Visual Arts — 375.91 Handicrafts — 372.8 Spontaneous and Expressive Activities

DEAN, Joan. **Art and craft in the primary school.** London, Adam & Charles Black, (1963). 184 p., fig., pl., ind. — Practical information concerning the techniques, tools and material which may be employed at primary level in the teaching of drawing, painting, needlework, modelling, carving, woodwork, bookwork, fabric printing, weaving, puppet making, etc. Discussion on the aims of art and craft teaching, on the factors which influence the child's drawing and painting, on how his progress can be guided and the natural freshness of his work retained. Facts about colour, harmony, line, form and composition in drawing. Suggestions concerning a plan for classifying the various artistic activities according to age level in the primary school (5 to 7 years, 7 to 9 years, 9 to 11 years). (IBE)

375.72 Visual Arts — 375.79 Applied Arts

DIMMACK, Max. **A dictionary of creative activities for school use.** Melbourne, [etc.], Macmillan and Co., 1962. 199 p., fig. — Detailed and illustrated explanation of artistic activities and handwork most apt to stimulate the child's creative imagination. Nearly 200 ideas for handwork, drawing, painting, etc., all of which can be carried out in the classroom and at a very low cost, will assist the teacher in encouraging pupils to express their personality through shapes and colours as well as in varying their artistic activities. (IBE)

375.72 Visual Arts — 377.4 Aesthetic Education — 371.43 Systems Distinguished by their Educational Procedure: New Education

FREINET, Elise. **L'enfant artiste.** Cannes, Imprimerie Robaudy, s. d. 168 p., fig., pl. — In the light of experiments carried out by the Freinet school, this abundantly illustrated work emphasizes the importance of aesthetic education. The child's personality and spontaneity, curbed by the external discipline of the so-called traditional school, demand the creative liberty without which education would be seeking " mere scholastic achievement ". This natural branch of educational procedure, based on the child's free expression, makes use of modern and effective educational techniques. (IBE)

375.72 Visual Arts

HARTKE, Friedrich. **Die Seele des Kindes in Zeichnung und Schrift.** [See 371.264]

375.72 Visual Arts — 372.8 Spontaneous and Expressive Activities — 136.7 Child and Adolescent Psychology

IGNAT'EV, E.I. **Psihologija izobrazit'noj dejatel'nosti detej.** 2nd Ed. Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1961. 233 p., fig., bibl. — Psychological analysis of graphic representation and expression in the case of children as well as in that of art students and drawing teachers. In reviewing various concepts the author describes the figurative process, which reflects not an isolated faculty but the whole personality such as it has been conditioned by the individual's way of life and by the up-bringing and education he has received. By use of the dialectic method the author seeks an objective explanation of the findings. This method requires each phenomenon to be examined in all its complexity, in its development and in all its interconnections and hence the account which is given of the difficulties and contradictions encountered in understanding the successive stages. Analysis of the artistic activity appraised should make it possible to understand the activity of the lower levels. (IBE)

375.72 Visual Arts

LEWICKA, Janina & CZAJKOWSKI, Stanisław. **Zajęcia plastyczne z dziećmi klas początkowych.** Warszawa, "Nasza Księgarnia", 1963. 124 p., fig., bibl. — Teacher's guide, amply illustrated, for instruction in the visual arts at primary level. Planning the work and preparing the subject matter; ways of proceeding (from nature, memory, according to fantasy); techniques (modelling); materials (paper objects); interior decoration; costumes for games and entertainments, etc. Role of exhibitions, museums and craftwork as aids in such instruction. (IBE)

375.72 VISUAL ARTS

MAFRA DE SOUZA, Alcidio et al. **Apostilas de didática de desenho.** [Rio de Janeiro], Ministério da Educação e Cultura, Campanha de Aperfeiçoamento e Difusão do Ensino Secundário, (1959). 103 p., fig., tabl. — Material which, contributed by a group of specialist teachers, deals with the teaching of drawing at primary level. Topics chosen: aim and three main functions (cultural and educational, utilitarian, social) of such teaching; drawing teaching in relation to differential and evolutionary psychology; questions of motivation; preparation of programmes for drawing (geometrical, decorative, from nature); evaluation of pupil progress; teaching material; out-of-school activities (art clubs, exhibitions of competitive work, etc.). (IBE)

375.72 VISUAL ARTS

MÜLLER, Hans. **Kunsterziehung an Volksschulen.** Ein Arbeitsbericht. Wien, Österreichischer Bundesverlag für Unterricht, Wissenschaft und Kunst, (1961). 24 p., 16 pl., notes. (Landschulreihe, Schriften zur Landschulerneuerung, Band VIII). — Report of a conference on art teaching: value of art in education; place of the various art subjects in primary school curricula; importance of free drawing and of the suggested theme. Consideration of such teaching in connection with rural classes. (IBE)

375.72 VISUAL ARTS — 372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES

PIAZ, Riccardo dal. **Linguaggio grafico e arte infantile.** Nelle scuole materne ed elementari. (Torino), Società editrice internazionale, (1962). 382 p., fig., bibl. — Detailed and amply illustrated study of drawing in the case of children 3 to 11 years old. The aesthetic aspect is considered from both the objective and the subjective point of view or that of the perfection in execution and that of drawing as being a "mirror" of the personality. The main subjects depicted in children's drawings (persons, houses, trees) are discussed in regard to the different stages of their development and consideration is given to the representation of subjects situated in the different planes, that is to the question of perspective. Also dealt with are questions of decoration, special work (cutting out paper, painting with fingers, etc.) and plastic expression. (IBE)

375.72 VISUAL ARTS

PLUCKROSE, H. **Picture making with juniors.** London, Oldbourne, (1963). 144 p., fig., pl., app. (Modern Education Library). — Practical guide for teaching of drawing in the primary school. Many suggestions in regard to various activities which may be introduced during lessons. Amply illustrated, the chapters deal with the basic material necessary, painting, pasting, fresco and mosaic work, etc. (IBE)

375.72 VISUAL ARTS

RÖTTGER, Ernst & KLANTE, Dieter. **Le papier.** Traduction de Wim F. Sornin-Lassche & André Decker. Namur, Les Editions du Soleil Levant, (1963). 95 p., fig. (Collection Pro Juventute, Série: Le jeu qui crée, 1). — French translation of a work published in German under the title "Das Spiel mit den bildnerischen Mitteln, Band I: Werkstoff Papier" by Otto Maier Verlag, Ravensburg, in 1959. (See IBE Bulletin No. 139). (IBE)

375.72 VISUAL ARTS

RÖTTGER, Ernst; KLANTE, Dieter & SAGNER, Alfred. **Le bois.** Traduction de Wim F. Sornin-Lassche. Namur, Les Editions du Soleil Levant, (1964). 96 p., fig. (Collection Pro Juventute, Série: Le jeu qui crée, 2). — French translation of a work published in German under the title "Das Spiel mit den bildnerischen Mitteln, Band II: Werkstoff Holz" by Otto Maier Verlag in Ravensburg. This guide on creative play and handwork with wood follows an earlier volume dealing with paper. Many illustrations to encourage original work. (IBE)

375.72 VISUAL ARTS — 372.8 SPONTANEOUS AND EXPRESSIVE ACTIVITIES — 371.265 INTELLIGENCE TESTS

THOMAZI, Jacques. **Le bonhomme et l'enfant.** Essai sur l'évolution du concept humain chez l'enfant. Angoulême, Ed. Coquemard, (1962). 236 p., fig., pl., bibl. — Study concerning the child's concept of man and based on some 37,000 drawings of funny human figures by children 5 to 15 years old living in Reunion Island. Analysis of the different ways in which the human body is represented (details of members, head, clothes, setting, etc.). It was initially assumed for the research that such drawings could be used as a quick method of detecting backwardness and abnormality. Conclusion: if there be any longitudinal discrepancy between the child studied and the norms based on the classic work of Luquet, Fay, Goodenough and others (discrepancy probably due to schooling) it is noted that this comparative study gives confirmation to the genetic development of children's graphical representation. (IBE)

375.73 APPRECIATION OF FILMS AND TELEVISION

ZIELINSKI, Johannes et al. **Der Spielfilm im Schulunterricht.** Einführung in eine besondere Unterrichtslehre der Filmerziehung. Ratingen, A. Henn Verlag, (cop. 1959). 236 p., bibl., notes. — Report on work which was carried out by a study circle of the educational seminar at the University of Munster (Westphalia) and which constitutes an important contribution to teaching the appreciation of films at school. How can the teacher make his pupils aware of the phenomenon of "the film" in such a way that they will have a critical attitude in regard to it? Several specialists discuss the matter in relation to the different schooling levels, consider various aspects and methods of such education and comment on some examples of typical films and the problems raised by their appreciation in class. Other matters examined: educational possibilities of films in foreign languages; spontaneous discussions of films; training of the teacher, etc. At the end of the book are suggestions regarding a film course and a questionnaire for teachers. (IBE)

375.75 MUSIC — 375.05:373.15 (494) LOWER SECONDARY SCHOOLS SYLLABUSES (SWITZERLAND)

ALIG, Emil. **Die Musik im Lehr- und Erziehungsplan der Sekundarschule.** Alstätten, Buchdruckerei Rheintalische Volkszeitung, 1961. 182 p., fig., tabl., bibl. (12 p.), ind., app. — Place allotted to music teaching in the curriculum of the Swiss lower secondary school. Psychological basis of music exercises performed in class. Detailed analysis of the development of music ability in the child from pre-primary to secondary age level. (IBE)

375.75 MUSIC

COLLINS, Gertrude. **Violin teaching in class.** A handbook for teachers. London, [etc.], Oxford University Press, 1962. XIV+185 p., fig., bibl., app. — A violonist shares the benefit of her many years' experience as a teacher of the violin to school classes. Suggestions concerning: the care of instruments; a general scheme of work (including plans for each lesson); fingering, holding the violin, bowing; orchestral playing, etc. (IBE)

375.75 MUSIC

JÖDE, Fritz. **Das schaffende Kind in der Musik.** Eine Anweisung für Lehrer und Freunde der Jugend. Neuauflage anlässlich des 75. Geburtstages des Verfassers. Wolfenbüttel & Zürich, Möseler Verlag, (1962). 325 p., fig. — New edition of a work originally published under the title "Musik und Erziehung" in 1917. From being purely "reproductive", music is endeavouring to become "productive" and appeal to the child's imagination and improvisation. This trend should lead to a consequent revival in elementary instrumentation and is connected with the "Musical youth" movement which developed in between the two wars and produced a renewed attitude to music and its school role. (IBE)

375.75 MUSIC

ŠACKAJA, V.N. **Muzyka v škole.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 168 p., bibl., notes. (Institute of Aesthetic Education, The Teachers' Educational Library). — Under the title "Music and the school" and relating to aesthetic education, a guide for music teachers of classes IX to XI. Description of methods designed to arouse interest in the theoretical study of musical means of expression. Passages from works belonging to different types serve to illustrate the detailed explanations concerning the problems of structure and the phenomena of perception. (IBE)

375.75 MUSIC — 377.4 AESTHETIC EDUCATION

SEIDENFADEN, Fritz. **Die musische Erziehung in der Gegenwart und ihre geschichtlichen Quellen und Voraussetzungen.** Ratingen, A. Henn Verlag, (cop. 1962).

149 p., bibl. (11 p.), notes. (Beiträge zur Erziehungswissenschaft). — Discussion of music education or "*müsische Erziehung*" (music, rhythm, dancing, folklore, poetry), its historical origins (Greek lyricism, German "*Wandervögel*") and the development of musicalness among contemporary German youth (musical youth movement) and elsewhere. Such education is the opposite of and counterbalances contemporary materialism. Its social and psycho-therapeutical influence is considerable. In international reconciliation the voice of music is more direct than that of speech. The desire for a certain perfection continues to depend upon a discipline and educational principles. Hence the importance of music schools and the various manifestations of choral and rhythmic art as well as the necessity for teachers to be informed, even if aesthetic education still extends beyond the scope of the institution, the school and the group. (IBE)

375.75 Music

STANGE, Hans & KUČERA, Kathrina. **Beiträge zur Methodik des Musikunterrichts** in den Klassen 5 bis 8. Berlin, Volk und Wissen Volkseigener Verlag, 1961. 215 p., fig., bibl. — Place, aims and content of the programme for music education in classes V to VIII of the general polytechnical school in the German Democratic Republic. Detailed illustrated description of model lessons in the music scale and in singing (notes, keys, times, rests, pitch, tone, rhythm, canon, etc.). (IBE)

375.76 Dancing — 372.1 Primary Teaching Methods

MURRAY, Ruth Lovell. **Dance in elementary education.** A program for boys and girls. 2nd ed. New York, [etc.], Harper & Row, (1963). XIII+451 p., fig., tabl., bibl., ind. (Harper's Series in School and Public Health Education, Physical Education and Recreation). — Second edition, revised and enlarged, of a guide on the role of dancing in elementary education as well as on its creative value and the material and games appropriate for developing ability in regard to movement and rhythm in young children. Suggestions as to how dances may be performed after beginning with the different steps or rhythms already learnt, games involving rhythmic responses from the children, popular songs, poems, etc. Description of the various teaching methods applicable in elementary school classes. (IBE)

375.79 (45) Applied Arts (Italy)

BARTOLUCCI, Gaetano. **Il tema dell'educazione artigianale.** [See 373.54 (45)]

375.79 Applied Arts

DIMMACK, Max. **A dictionary of creative activities for school use.** [See 375.72]

375.82 (430.2) Civics — 377.3 (430.2) Social Education (Federal Republic of Germany)

BREUER, Hubert. **Du und die Gemeinschaft.** Stoffliche und methodische Handreichungen für den Lehrer. Ratingen, A. Henn Verlag, (cop. 1960). 276 p., fig., tabl., bibl., ind. — Guidance, brought up to date, illustrated and explained, for teachers of civics and sociology at upper primary level in Rhineland-Westphalia. Many examples drawn from practical life explain the responsabilities, laws and guarantees which enable individual and social life to be as harmonious and fruitful as possible. The responsability of the individual is considered successively from the standpoints of vocation, the city and the State. Problems of individual liberty, social life, safeguarding health, labour, assistance. Laws relative to mutual support in economic life and in an international context. (IBE)

375.825 International Teaching — 371.13 (82) Further Training of Teachers (Argentina)

ARMAS BAREA, Calixto A. (Ed.). **Curso de preparación para la enseñanza sobre Naciones Unidas.** Rosario (Argentina), Instituto de Derecho Internacional, Facultad de Ciencias Económicas, Comerciales y Políticas, Universidad Nacional del Litoral, 1961. 360 p., fig., tabl. — Particulars of a university course on the United Nations and which — the first of its kind in Argentina — was intended to provide a basic training for teachers of the subject. Matters covered by the syllabus: (a) introduction to international law; structural development of the international community; (b) legal status of the United Nations; (c) structural system of the United Nations (composition, operation, aims, activities of its specialised institutions); (d) position of the regional organizations and non-governmental organizations in the structural system and the action of the United Nations; (e) instructional methods to be used for the various topics. (IBE)

375.825 (430.2) INTERNATIONAL TEACHING (FEDERAL REPUBLIC OF GERMANY)

BUCHHEIM, Max. **Arbeitsmaterial zur Gegenwartskunde.** [See 377.34 (430.2)]

375.825 INTERNATIONAL TEACHING

HUG, Wolfgang (Hrsg.). **Die Entwicklungsländer im Schulunterricht.** [See 375.40]

375.825 INTERNATIONAL TEACHING

STEIDL, Josef (Hrsg.). **Weg zu Europa.** [See 377.38]

375.83 HEALTH AND SAFETY TEACHING — 371.12 TRAINING OF PRIMARY AND SECONDARY TEACHERS — 37 N (∞) INTERNATIONAL CONFERENCES

ORGANISATION MONDIALE DE LA SANTÉ, Bureau régional de l'Europe & UNESCO. **La préparation des enseignants à l'éducation sanitaire.** Rapport sur un Symposium organisé conjointement par le Bureau régional de l'Europe de l'O.M.S. et l'Unesco, Paris, 7-16 décembre 1961. Copenhague & Paris, 1962. 44 p. ron., fig., tabl., bibl., app. — Report on the symposium (Paris, December 1961) organized jointly by Unesco and the regional bureau for Europe of the World Health Organization. How, in European countries, to stimulate action at local and national level for the promotion of health education in schools and the training of teachers for the subject? Practical aspects of such education mainly considered: (a) health needs of the child; (b) present situation in regard to the problem in Europe; (c) programmes and methods of such education at schools and at teacher training institutions; (d) training of teachers for health education; (e) present possibilities of improving such education at schools. In the appendix: bibliographical references; the working papers for the symposium. (IBE)

375.83 HEALTH AND SAFETY TEACHING

PIRRIE, Denis & DALZELL-WARD, A.J. et al. **A textbook of health education.** (London), Tavistock Publications, (1962). x+314 p., pl., tabl., bibl., ind., app. — General theory relating to health education — the latter considered as a separate discipline — and intended for teachers and students. Implications which knowledge in the fields of anatomy, physiology and nutrition has for human life. Programmes and methods. I. General principles: study of health education; history; aims; biological and social bases; evaluation. II. Health education in the school: investigation and research; mental health. III. Health services in the school. IV. Youth clubs; food hygiene; foot health; dental hygiene; cancer; accidents. V. Methods and media in health education. (IBE)

375.83 HEALTH AND SAFETY TEACHING

WEGMANN, Rudolf. **Der Urfeind der Erziehung.** Die Suchtgefährdung unserer Jugend als pädagogisches Problem. Freiburg i.B., [etc.], Herder, (cop. 1962). 145 p., fig., tabl., bibl. (13 p.). (Das pädagogische Gespräch, Aktuelle Veröffentlichungen des Willmann-Instituts, München-Wien). — Responsibility for the intoxication of youth by alcohol, tobacco and all other kinds of excess, by the effect of physical, emotional or mental fanaticism and other narcotics on will-power and the senses, is to be found not only in the individual's natural propensities but also in the influence of the environment, in the surrounding disorder of the adults' world. Prevention, healing or control of such intoxication is a matter not only for psychiatry and medical science but also for education. The author systematically investigates the causes of this disorder and suggests remedial procedures and specific educational measures. Before becoming a chronic disease such intoxication can be combated by information and education. The question is that of the limit beyond which the adult's responsibility is involved to the point of becoming an essential safeguard. (IBE)

375.831 (45) ROAD SAFETY (ITALY)

SAMMARTANO, Nino. **Le strade sono piene di sangue.** Cinque saggi per l'educazione stradale. Roma, Edizioni " Nuova Rivista pedagogica ", 1961. 95 p., bibl. notes. (Piccola biblioteca pedagogica, N. 10, L'uomo e l'ambiente). — Teaching of road safety having become a necessity, the task is now to introduce it in the curriculum and draw up the programme, which could be combined with that of physical education. In this series of articles the subject is considered from the point of view of its teaching and the school organization as well as even in its legal and civic aspects. (IBE)

375.85 (430.2) Vocational Initiation — 372.223 (430.2) Senior Primary Schools (Federal Republic of Germany)

ROTH, Heinrich & BLUMENTHAL, Alfred (Hrsg.). **Schule und Arbeitswelt.** Hannover, [etc.], Hermann Schroedel Verlag, (cop. 1963). 90 p., fig., bibl. notes. (Auswahl, Grundlegende Aufsätze aus der Zeitschrift "Die deutsche Schule", Reihe A, 2). — Leading articles selected from the periodical "Die deutsche Schule" and which could serve, in the ninth school year, as an introduction to the world of work. Particulars in regard to the experiment conducted at Hamburg schools, where a three-week course of training was introduced in grade IX. I. Theory of technical training (E. Fink). II. Instruction in the subject and in the technical processes (E. Kley). III. Information on the vocations and on the working world in the federal Republic (O. Wagner). IV. Theoretical basis of the vocational training introduced in the final year of compulsory schooling (G. Kudritzki). (IBE)

375.86 Domestic Economy — 371.90 Handicapped Children

DEVEREUX, Hilary M. **Housecraft in the education of handicapped children.** London, Mills & Boon, 1963. 223 p., fig., bibl., ind. — Discussion of the problems involved in teaching housecraft to pupils who are maladjusted on account of organic or emotional handicaps, character difficulties, etc. How to identify such cases in secondary schools. How to train and teach these girls whether at secondary schools, open-air schools or special schools. Advice concerning psychological and educational aspects; practical suggestions for the classroom; encouragement to educators. (IBE)

375.9 (47) Techniques taught at School (USSR)

ANTROPOVA, M.V. (Ed.). **Gigiena trudovogo i politehničeskogo obučenija v vos'miletnej i srednej škole.** [See 371.7 (47)]

375.9 (430.3) Techniques taught at School — 371.06 (430.3) Education through practical Experience (German Democratic Republic)

BERLIN. DEUTSCHES PÄDAGOGISCHES ZENTRALINSTITUT. Abteilung Polytechnische Bildung und Erziehung (Hrsg.). **Zur Unterrichtsplanung im Fach "Einführung in die sozialistische Produktion".** Berlin, Volk und Wissen Volkseigener Verlag, 1961. 128 p., fig., tabl., bibl. (Erfahrungen aus dem Polytechnischen Unterricht). — Information for teachers at general polytechnical schools in the German Democratic Republic concerning the subject called " Introduction to the socialist system of production ", which was recently included in the curriculum intended for grades VII to X. Aims, place and methods of this subject; syllabus content (differentiated according to whether the region is industrial or agricultural); need for collaboration between teachers and professionals in order to complete the technical details and make this collective training as active as possible; importance of the instructional material employed and of the conducted visits made to enterprises. (IBE)

375.9 Techniques taught at School

BORI. István (Ed.). **Tanulmányok a politechnikai oktatás köréből.** Budapest, Tankönyvkiadó, 1963. 347 p., fig., tabl., bibl. (Summaries in Russian and German). (Országos Pedagógiai Intézet). — These " Essays on polytechnic training " bring together work carried out by external members of the Polytechnic Research Centre of the Hungarian Pedagogical Institute. Early teaching of practical work in Hungary and various problems raised by polytechnic education (physics, chemistry, biology, electro-technics) in primary and general education schools. Steps to be taken to protect pupils against work accidents. (IBE)

375.9 (47) Techniques taught at School — 373.19 (47) Education combining General Culture with Vocational Training (USSR)

MEL'NIKOV, M.A. (Ed.). **Svjas' obučenija s trudom v srednej škole s differencirovannym obučeniem.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 244 p., tabl., notes. — Articles on the education combined with vocational training provided at a Moscow school having the following sections: practical physics; practical chemistry; practical biology; humanities. In this last section, for example, the syllabus for mother tongue includes not only the terminology used by librarians, correctors, secretaries, typists, stenographers, editors and archivists but also practical training for these vocations. (IBE)

375.9 (47) Techniques taught at School (USSR)

PAVLOVA, M.I. **Škola i žizn'.** [See 373.19 (47)]

375.9 (430.3) Techniques taught at School (German Democratic Republic)

**Polytechnische Bildung und Erziehung in der Deutschen Demokratischen Republik... Polytechnical instruction and education in the German Democratic Republic.** [See 371.44 (430.3)]

375.9 (47) Techniques taught at School (USSR)

SHAPOVALENKO, S.G. (Ed.). **Polytechnical education in the U.S.S.R.** [See 37 A (47)]

375.9 (47) Techniques taught at School (USSR)

SKATKIN, M.N. (Ed.). **Voprosy politehničeskogo obrazovanija.** [See 371.44 (47)]

375.9 (438) Techniques taught at School — 377.33 (438) Education with a View to Work (Poland)

SZCZERBA, Wiktor. **O wychowaniu przez pracę.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1961. 176 p., tabl., bibl., notes. — Historical survey, together with the doctrines, problems and some practical examples, of education by work, particularly in Poland. According to Marxist doctrine, work is the source of all wealth and in conformity with socialist morality everyone is required to give to the community all of which he is capable in order that he may in return receive what he needs; this is why work should be given a predominant place in education. It is for the socialist school to provide a harmonious link between school study and the learning of productive work in order to instil in schoolchildren not only practical knowledge but also the habits and " know how " necessary either for becoming workers or for proceeding with studies which lead to production of all types of wealth. The value of work taught simultaneously with study will result in giving to all social activity a meaning in which an awareness of the dignity and importance of work is ever present. (IBE)

375.91 Handicrafts

DEAN, Joan. **Art and craft in the primary school.** [See 375.72]

375.91 Handicrafts

LEIF, J.; DÉZALY, R. & RUSTIN, G. **Didáctica de la escritura y de las asignaturas especiales.** [See 372.5]

375.92 Shorthand, Typing

INNOCENZI, Andrea. **Celere scrittura e rapida lettura.** [See 372.5]

375.92 Shorthand, Typing — 372.4 Reading — 372.5 Writing — 370.7 (485) Educational Experimentation (Sweden)

MALMQUIST, Eve. **Skrivmaskiner i den elementära läs- och skrivundervisningen.** En experimentell studie. (Stockholm), Kungl. Skolöverstyrelsen, (1962). 105 p., fig., tabl., bibl. (Summary in English). (Forskningsrapporter från Statens Försöksskola i Linköping, Nr 2). — Report on an experiment conducted at the National School for Educational Research in Linköping (Sweden), involving two classes in an experimental group and two classes in a control group. The investigation was concerned with the use of typewriters in the teaching of reading, writing and spelling to pupils in the experimental group (first two primary grades); the control group received the same tuition but did not use typewriters. The results of the experiment, which it is considered should be continued, were positive from several points of view: (1) learning by the first group of an additional skill (typing) with the same number of lessons of the same length; (2) progress in spelling slightly greater than in the case of second group; (3) better punctuation; (4) equal quality of handwriting; (5) slightly less speed in writing; (6) slightly more accuracy; (7) pupils' interest unabated throughout the experiment. (IBE)

375.95 Agriculture — 371.388 Productive Work at School

CARSON, S. McB. & COLTON, R. W. **The teaching of rural studies.** London, Edward Arnold (Publishers), (1962). xii+278 p., fig., tabl., bibl., ind. — Guide for the use of teachers who are responsible for instruction in rural studies at all levels. Educational value of this subject which is intended to ensure a connection with practical life and living things as well as with other subjects in the curriculum. Organization of rural studies at school; lay out of necessary ground; growing of plants, vegetables and fruit trees; livestock breeding; necessary tools and equipment; role of young farmers' clubs, etc. (IBE)

375.95 (47) Agriculture (USSR)

SOLOV'EV, A.F. **Vospitanie učaščihsja v processe truda.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1961. 212 p., fig., tabl. — Description of the methods adopted in the work at a general education school situated in a rural environment and of the procedures employed not only for instilling in the schoolchildren a love of agricultural work but also for developing their initiative and their sense of social responsibility. To convince the pupil that study and work are inseparable it is important that the agricultural activities do not constitute just a game or a school exercise but that they be of use to all, allow of rivalry and help to develop both the capacity of the organization and the habit of serving the collectivity. (IBE)

375.99 (73) Centres of Interest. Projects — 375.40 (73) Social Studies (United States)

HILL, Wilhelmina. **Unit planning and teaching in elementary social studies.** (Washington), U.S. Office of Education, (1963). VI+82 p., fig., tabl., bibl. (OE-31003, Bulletin 1963, No. 23). — Suggestions for developing and improving unit planning and teaching in the field of social studies, which occupy an important place in the curricula of American elementary schools. Numerous practical examples. (IBE)

375.99 Centres of Interest. Projects

LANGENBUCHER, Helmut (Hrsg.). **Ins Herz hinein.** Ein Hand- und Lesebuch für Feier und Besinnung in Schule und Haus. Band I: **Tage und Wochen.** Band II: **Monate und Jahreszeiten.** [See 377]

375.998 (45) Current Affairs. Occasional Teaching (Italy)

ORGA, Domenico. **Nuovissimo vademecum mensile per direttori e maestri.** Il volto e la voce dei mesi... Brescia, Casa editrice "Vita Scolastica", s.d. 430 p., ind. — A "vademecum" for helping educators both to improve their own culture and to give an up-to-date character and more life to their lessons. Commented list, for the different months in the school year, of the outstanding dates and events in the world of culture, science and technology. The volume contains also some selected articles and reports on education and the school world in Italy. (IBE)

# 376 EDUCATION ACCORDING TO SEX AND AGE

376.1 Education of Girls

AMREIN, Maria Winfrid. **Die aktive Verantwortung des Zöglings im Mädcheninternat.** [See 371.59]

376.1 Education of Girls

LUCKER, Elisabeth. **Die praktisch-intellektuelle Begabung der Mädchen in ihrer Bedeutung für ihren Berufseinsatz.** [See 377.94]

376.1 (439) Education of Girls — 37 B (439) History of Education (Hungary)

OROSZ, Lajos. **A magyar nőnevelés úttörői.** Budapest, Tankönyvkiadó, 1962. 386 p., pl., notes. (Pedagógiai Tudományos Intézet). — Accompagnied by ample documentation, this study on "The pioneers of education for women in Hungary" retraces the history of girls' education from 1777 to 1867. The analysis of the pioneers' work also shows the close connection which the movements for the emancipation of women and the education of girls have with the struggles for national independence. (IBE)

### 376.1 (54) Education of Girls (India)

SENGUPTA, Padmini. **Women's education in India.** (Delhi), Ministry of Education, Government of India, 1960. II+30 p., tabl. — History and nature of women's education in India. The pattern of such education is traced from nursery school to university, including social education, literacy classes, community centres, youth movements, teaching. Brief review of requirements for the future education of Indian women. (BIE)

### 376.3 (73) Co-education — 376.7 (73) Adolescence (United States)

LODUCHOWSKI, Heinz. **Teenager und Koedukation?** Jugend der freien Welt in Gefahr. 2. Aufl. mit einem Nachwort... Freiburg i.B., [etc.], Herder, (cop. 1960-61). 125 p., tabl., bibl. (Das pädagogische Gespräch, Aktuelle Veröffentlichungen des Willmann-Instituts, München-Wien). — Study on the moral crisis affecting present-day youth in relation to school and out-of-school co-education in the United States. Dangers which such education involves for "teenagers" (13 to 19 years of age) as well as for the spirit in which this co-education should be understood. The author protests strongly against the commercialisation of young people's ways and emphasises its harmful effect. This study is partly based on the findings of the Kinsey report and on views of noted anthropologists, sociologists and educators. The "pros" and "cons" of co-education considered from the economic, pragmatic, historical, political, social and biological points of view. IBE)

### 376.3 Co-education

MAZZEO, Arturo. **La coeducazione.** (Classi maschili, feminili e miste). Urbino, Armando Argalia Editore, (1962). 92 p. ("Collana Saggi di Pedagogia", 3). — Believing that life is "a school with a co-education system" Arturo Mazzeo takes up the case against separation of the sexes in education and teaching. He cites from educators who have considered the question of co-education and mentions the opinions of such authors as Plato, Vittorio Rambaldoni, Paul Geheeb, Cécile Reddie, Gabriel Campayré, Ferrière, Giovanni Caló and Elisabeth Huguenin. His conclusion is that although there may be some drawbacks in the system of co-education which already exists (for practical reasons) in country areas, it has on the other hand many advantages from the standpoint of character training. (IBE)

### 376.5 Early Childhood

EHRLE, Clara Maria. **Das geistige Erwachen des Kindes.** [See 136.7]

### 376.5 Early Childhood

LJUBLINSKAJA, A.A. **Besedy s vospitatelem o razvitii rebënka.** [See 136.7]

### 376.5 Early Childhood — 371.866 Various Games — 371.862 Children's Literature

MESSINER-MININI, Maria. **Von der Spielecke zur Schulbank.** (Erstes bis sechstes Lebensjahr). Ein Arbeitsbuch für die Mutter. Graz, [etc.], Verlag Styria, (1962). 307 p., fig., pl. (Sonderauflage des Österreichischen Verbandes für Familie und Kultur). — Miscellany, with many coloured illustrations, of fairy tales, nursery rhymes and handwork for very young children. Mothers and teachers will find in it hints for training and amusing the children from one to six years old in their charge. (IBE)

### 376.5 Early Childhood

NIJKAMP, W.M. **Das Kleinkind in seiner Gemeinschaft.** [See 372.3]

### 376.5 Early Childhood — 136.7 Child and Adolescent Psychology

SPIONEK, Halina. **Rozwój i wychowanie małego dziecka.** (Warszawa), "Nasza Księgarnia", 1963. 384 p. + 30 pl., fig., tabl., bibl. (Biblioteka wiedzy pedagogicznej). — Description, based on already known data relating to the education of the very young and on the author's long experience, of the psychic and physical changes in children until the age of five years. Individual, anatomical and physiological factors involved in growth and in psychic development from birth as well as in the influence of education. (IBE)

376.5 EARLY CHILDHOOD — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 377.24 CHILDREN'S FAULTS

ZULLIGER, Hans. **Kinderfehler im Frühalter.** Zürich & Stuttgart, Werner Classen Verlag, (cop. 1961). 125 p., bibl. (Angewandte Psychologie). — Most frequent faults in youthful behaviour: rebellion, fabulizing, stealing, lying, shameless imagination, etc. Origin of sentiment from earliest age onwards, the thought process, the motives for incongruous words and actions. How to avoid these undesirable tendencies and, in persistent cases, to seek the psychologist's help. (IBE)

376.6 CHILDHOOD — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 377.1 RELIGIOUS EDUCATION

BAGOT, J.-P. et al. **Les 12-14 ans, un âge charnière.** Paris, Editions Fleurus, (cop. 1963). 159 p. (Cahiers d'éducateurs, 3). — In eight chapters, written by different authors, a portrait is given of the child 12 to 14 years old (the "awkward age") and certain problems relating to pre-adolescence are discussed. These questions are of interest both to parents and to educators anxious to understand this " turning point " not only in its physical aspect, involving the physiological changes at puberty but also in regard to the family and the conflicts arising between parents and children. Discussion, in particular, of the development of the adolescent's nascent personality in relation to his environment, religious feeling, faith, ethics and growth in responsability. (IBE)

376.7 ADOLESCENCE

BABIN, P. (sous la direction de). **Dieu et l'adolescent.** [See 377.1]

376.7 ADOLESCENCE — 371.02 EDUCATION AT HOME — 371.450 CHRISTIAN EDUCATION

BABIN, P. & VIMORT, J. **Avec nos adolescents.** [Lyon], Editions du Chalet, 1963. 123 p. — Thoughts and advice which, on some essential questions involved in the education of adolescents, are offered to help parents in regard to their heavy responsibility when the adolescent is becoming of adult age. Testimonies and thoughts of adolescents and parents concerning certain current problems (passion for life, youth "gangs", religion, first love). (IBE)

376.7 (81) ADOLESCENCE — 37 P (81) RESEARCH AND INQUIRIES (BRAZIL)

BAQUERO, Godeardo & FRANTZ, P. Theobaldo. **Assim falam êles e elas.** Pesquisa dos problemas do adolescente brasileiro realizada em Pôrto Alegre. (Pôrto Alegre), Centro Regional de Pesquisas Educacionais do Rio Grande do Sul, INEP, Ministério de Educação e Cultura, (1962). XII+187 p., fig., tabl., app. (Summary in English). (Publicações do C.R.P.E. do Rio Grande do Sul, Série I — Pesquisas e Monografias — Volume II). — Report of an inquiry on typical problems of Brazilian adolescents and on their lives as students. A questionnaire consisting of 330 items ("Mooney Problem Check List" translated into Portuguese) was presented to over 1,400 pupils 13 to 17 years old (half of them girls, half of them boys) at 15 urban secondary schools (both public and private) in the city of Pôrto Alegre. Among the matters examined (according to age and sex): living conditions; physical development; adjustment to school and to school work (as regards syllabuses and teaching methods); personal, family, psychological and social relationships; group activities, leisure; moral and religious life, etc. (IBE)

376.7 ADOLESCENCE — 377.1 RELIGIOUS EDUCATION

BARBEY, Léon. **L'orientation religieuse des adolescents.** (Paris), Editions de l'Ecole, (1962). 140 p., fig., tab ., bibl. (No. 807). — Having found that, in adolescents, individual differences due to temperament, character and sex do not in any way affect the fundamental Christian vocation, the author explains that these differences nonetheless govern the various ways in which the religious life is expressed. The environment in which the child has lived and still lives also has its influence. This twofold observation should encourage Catholic educators to study the general characteristics of the adolescent without however losing sight of the individual characteristics of each young person with whom they come into contact. The book includes a section on adolescent psychology and one on the religious training of adolescents in a Catholic context. (IBE)

376.7 (43) ADOLESCENCE (GERMANY)

BORK, Arnold. **Praktische Jugendpsychologie für Lehrer und Eltern.** [See 136.7]

376.7 (94) ADOLESCENCE (AUSTRALIA)

CAMPBELL, W.J. **Television and the Australian adolescent.** [See 621.388 (94)]

376.7 ADOLESCENCE

CURCI, Angelo Vincenzo. **Questa scuola.** [See 373 (45)]

376.7 ADOLESCENCE

DAVIS, Maxine. **Der Junge Mensch und das Geschlecht.** [See 377.255]

376.7 ADOLESCENCE

DUBOIS, Marguerite. **Générations en conflit.** [See 371.02]

376.7 ADOLESCENCE

DURAND, Georges. **El adolescente y los deportes.** [See 371.732]

376.7 ADOLESCENCE — 371.02 EDUCATION AT HOME

EECKHOUT, Marie-Thérèse van. **Les rencontres des garçons et des filles.** (Tournai), Casterman, 1963. 144 p., bibl. — Guide intended to make parents more aware of their irreplaceable role and its responsibilities in front of the educational problems raised by meetings between adolescents of opposite sexes. Opinions of educators and adults on the subject; psychological and practical aspects of meetings between young boys and girls; attitudes of parents and children in regard to love and marriage. Although based on a Christian conception of life and love the book is expected to help all those who aspire to establishing a line of conduct in their homes and for their children, especially at the often difficult time of adolescence. (IBE)

376.7 ADOLESCENCE

ELL, Ernst. **Die Jugendlichen in der seelischen Pubertät.** [See 136.7]

376.7 ADOLESCENCE

ELL, Ernst. **Junge und Mädchen in der leiblichen Pubertät.** [See 136.7]

376.7 ADOLESCENCE — 37 P (44) RESEARCH AND INQUIRIES (FRANCE)

FÉDÉRATION FRANÇAISE DES MAISONS DES JEUNES ET DE LA CULTURE. **Enquête de l'Unesco sur les valeurs auxquelles les jeunes sont attachés en Orient et en Occident.** Rapport. Paris, F.F.M.J.C., s.d. 129 p. ron., fig., tabl. — Report on an inquiry conducted by Unesco in 1962, among young people 16 to 25 years of age in several French localities, on the values to which the young in the East and the West are attached. Examination of the 1000 questionnaires completed (500 by girls and 500 by boys) shows the values on which the young base their lives. Statistical analysis of the replies in relation to age, vocation, residence, order of birth in the family. Need of human relationships; hopes in humanity, science, etc.; views about marriage, race, the sexes, suffering, materialism, etc. Consideration of the significant common features revealed by the replies, indicating the particular values of young people in the West. (IBE)

376.7 (492) ADOLESCENCE — 373.5 (492) VOCATIONAL AND TECHNICAL EDUCATION — 37 P (492) RESEARCH AND INQUIRIES (NETHERLANDS)

GALAN, C. de & NELISSEN, H. **Onze technische schooljeugd.** [5th ed.]. Haarlem, [etc.], De technische uitgeverij H. Stam, (1960). 196 p., tabl., bibl. — Study relating to pupils attending Dutch technical and vocational schools and to the behaviour of these pupils from the age of puberty to adult age. This fifth edition of the book has been rearranged as a result of fundamental changes in the names and organization of technical and vocational schools in the Netherlands. (IBE)

376.7 ADOLESCENCE

GEISSLER, Erich E. **Der Gedanke der Jugend bei Gustav Wyneken.** [See 37 C]

376.7 ADOLESCENCE — 377 EDUCATION OF THE PERSONALITY

KAPPELER, Ernst. **Ich finde meinen Weg.** Gespräche mit jungen Menschen. Zürich, Buchclub Ex libris, (cop. 1958). 158 p., fig. — On the basis of his practical experience as a teacher the author offers, in brief notes written in a confidential tone for young people, certain explanations and suggestions concerning some fifty current problems which interest or worry them. He is beside them in the classroom, shares with them when they dream as heroes or imagine exceptional lives and accompanies them in all the small details of daily life in order to help them find their path. He has confidence in the young, boys and girls, knows the resources which they harbour, their idealism as well as their sense of justice and realities. (IBE)

### 376.7 Adolescence — 370.47 Sociology and Education — 371.02 Education at Home

KAUFMANN, Richard. **Gebrannte Kinder.** Die Jugend in der Nachkriegszeit. Düsseldorf, Econ-Verlag, (1961). 377 p., bibl. notes. — Factors responsible for the revolt of young people belonging to the post-war period: conditions of existence within the physical, psychic and emotional setting of the family; housing conditions and social life in general; dangers due to over-rapid industrialisation and to the unlimited freedom characteristic of modern education; emotional shortcomings of educators. In addition, too much money and power in the hands of today's young people during a period of buoyant economy as well as the needs of too shortsighted productivity have sapped morality and resulted in the sense of values being lost. While identifying the causes which set society against a certain section of youth which is thus sometimes driven to crime, the author explains the duty which adults have to provide the child with security and help the young to preserve their own existence during a period when technical progress is outstripping the law. (IBE)

### 376.7 (73) Adolescence (United States)

LODUCHOWSKI, Heinz. **Teenager und Koedukation?** [See 376.3 (73)]

### 376.7 Adolescence — 371.02 Education at Home

REINPRECHT, Hansheinz. **Liebe, Jazz und bange Eltern.** Graz, [etc], Verlag Styria, (1962). 352 p., fig. — Informative work on relationships between parents and children, especially at the period of the latter's adolescence. Research undertaken by Dr. Reinprecht (educator at the " S.O.S. children's village " at Hinterbrühl near Vienna) enables him confidently to show parents and teachers how practical solutions, in the fields of psychology and education, may be sought for psychopathological and other problems in adolescents. Some essential questions are dealt with, explaining among other things the phenomenon of revolt in young people. Assuming that all, parents and children alike, have inherent abilities the author proposes a method of education which he calls " educational optimism ", based on very positive criteria, in particular on an essential understanding between generations. (IBE)

### 376.7 Adolescence — 136.7 Child and Adolescent Psychology

REY-HERME, Alexandre et al. **« La adolescencia »** ... ¿edad ingrata? Traductora: Josefina Alvarez de Cánovas. Madrid, Sociedad de Educación " Atenas ", (1961). 219 p., notes. (Colección: " Eduquemos "). — Spanish translation of an issue of the journal " Educateurs " published in French by Editions Fleurus, Paris, under the title " L'adolescence ". (IBE)

### 376.7 Adolescence — 136.7 Child and Adolescent Psychology — 371.86 Schoolchildren's Leisure

RÖSSNER, Lutz. **Jugend im Erziehungsbereich des Tanzes.** Bern & Stuttgart, Gemeinschaftsverlag Hans Huber — Ernest Klett, cop. 1963). 100 p., bibl. notes. (Abhandlungen zur Pädagogischen Psychologie, Band VI). — Based on observations made at a youth centre called " *Heim der offenen Tür* " (House of the open door) where boys and girls meet freely to spend their leisure time, this study considers various psychological and social aspects of dancing. How dancing, considered as a communal pastime, fulfills young people's need to relieve their tensions, agressivity, anxiety, etc. Worked out on the basis of experience, the " pedagogy of dancing " contributes to the full development of the youthful personality and gives young people some ideas of behaviour, social life, courtesy, culture, aesthetic and musical education, relationships between the sexes, international understanding, etc. (IBE)

376.7 Adolescence — 370.47 Sociology and Education

TENBRUCK, Friedrich H. **Jugend und Gesellschaft.** Soziologische Perspektiven. Freiburg i.B., Verlag Rombach, (1962). 127 p., notes. ("Soziologie", Schriftenreihe zu grundsätzlichen und aktuellen Fragen). — Examination of the factors which are responsible for today's youth as it is, ill prepared for passing from family and communal life into modern society. Necessity of helping the adolescent overcome this stage and adjust himself to new situations very different from those of the child's life in a group. In order to aid young persons it is important first to know them and, in particular, study the problem of their relations with society. (IBE)

376.7 (42) Adolescence — 37 P (42) Research and Inquiries (United Kingdom)

VENESS, Thelma. **School leavers.** Their aspirations and expectations. London, Methuen & Co., (1962). xxv+252 p., fig., pl., tabl., bibl., notes, ind., app. — Results of a research carried out among several hundred British schoolchildren (boys and girls) concerning their aspirations in regard to the following: marriage, children, a home, etc.; future work; preoccupations (health and appearance, possessions and leisure, world affairs); motivations (desire for advancement, attitudes to ambition, etc.). (IBE)

# 377 EDUCATION OF THE PERSONALITY

377 Education of the Personality

KAPPELER, Ernst. **Ich finde meinen Weg.** [See 376.7]

377 Education of the Personality

KRIEKEMANS, A. **Algemeine pedagogiek.** [See 370]

377 Education of the Personality — 371.384 Celebrations — 375.99 Centres of Interest. Projects

LANGENBUCHER, Helmut (Hrsg.). **Ins Herz hinein.** Ein Hand- und Lesebuch für Feier und Besinnung in Schule und Haus. Band I: **Tage und Wochen.** Band II: **Monate und Jahreszeiten.** Wunsiedel, Leitner & Co.-Verlag, (cop. 1955). 655 p. & 683 p., bibl., notes, ind. — Anthology offering a wide selection of prose, poems, songs, maxims, etc., which are arranged in the two volumes, " Days and Weeks " and " Months and Seasons ". Due to the careful classification the teacher or other educator is able to find texts which are appropriate for the circumstances and to relate them to home or school life, with due regard to the children's age and to centres of interest. Thus as the days, weeks, months, seasons and religious festivals proceed, the teaching can be imbued with poetry, meditation or a lyrical culture and the reader is led to an awareness of the fundamental values in human nature. (IBE)

377 Education of the Personality

RIVERSO, Michele. **Psicologia funzionale e problema pedagogico.** [See 377.2]

377 Education of the Personality

SCHMUTZ, Heinz. **Die Zukunft unserer Jugend in Freiheit.** [See 370.1]

377.1 Religious Education — 376.7 Adolescence — 136.7 Child and Adolescent Psychology

BABIN, P. (sous la direction de). **Dieu et l'adolescent.** [Lyon], Editions du Chalet, 1963. 319 p., tabl., bibl. (Collection "Chemins de la foi"). — Report on an inquiry held for studying what sense of God and thus what religious state of mind is possessed by adolescents among Catholics. Nearly 2,000 boys and girls attending both public and private schools replied to a questionnaire in which they were first asked "For you, what is God?" From the replies, broken down firstly according to age group (11 to 13 years, 13 to 15 years, 16 to 19 years, corresponding respectively to pre-adolescence, adolescence, full adolescence) and then according to sex and the school setting, it is possible to draw conclusions regarding the nature of the changes in the concept of God during the period preceding adult age. With the aid of tables, graphs and statistics the present study, if not enabling the adolescent's religious faith to be assessed, should nevertheless serve to guide educators in their religious instruction. As an indication, the first question was put to some hundred young Protestants. (IBE)

377.1 RELIGIOUS EDUCATION

BAGOT, J.-P. et al. **Les 12-14 ans, un âge charnière.** [See 376.6]

377.1 RELIGIOUS EDUCATION

BARBEY, Léon. **L'orientation religieuse des adolescents.** [See 376.7]

377.1 RELIGIOUS EDUCATION — 371.02 EDUCATION AT HOME

GODIN, André. **Le Dieu des parents et le Dieu des enfants.** (Paris), Casterman, 1963. 121 p., bibl. notes. — Three studies dealing on the basis of religious psychology with the concerns which occupy Catholic educators in their preparation of the child for a genuine relationship with God. In his meeting with the mystery of divinity, man looks through the image he has formed of God and the priest. Such inner visions are formed under the influence of environmental factors, particularly the relationship between the child and his parents. Parents and educators should be given the capacity of discerning the dominant features of psychic development and made to understand how, at each stage in the unfoldment of emotional life, religious consciousness either awakens or risks becoming distorted. The book contains illustrative examples of conversations and exchanges of view with parents. (IBE)

377.1 RELIGIOUS EDUCATION — 371.92 MENTALLY HANDICAPPED — 37 P (∞) RESEARCH AND INQUIRIES (VARIOUS COUNTRIES)

PAULHUS, E. **L'éducabilité religieuse des déficients mentaux.** Lyon, Emmanuel Vitte, 1962. 390 p., tabl., bibl. (Animus et anima). — Is it worth while teaching religion to mentally handicapped children? An endeavour to answer this question is made by a priest who is principal of a school for specialist teachers. From a point of view which is psychological as well as social and educational he makes a careful examination of the many studies carried out in several European countries and French-speaking Canada concerning the religious lives of the mentally handicapped. This comprehensive survey indicates that the mentally handicapped are educable in the matter of religion and worthy of so being. Although receptive particularly in regard to the intuitive and symbolical aspects of religious life they are able to reason and explain or to make abstractions. Hence the educator's difficult task since he must find educational methods appropriate to the mentality of such children. Research should consequently be continued in particular on the teaching of the catechism to the mentally handicapped. (IBE)

377.1 RELIGIOUS EDUCATION

VANTAVON, Mireille. **Neuf mois et c'est Noël.** [See 371.02]

377.2 MORAL EDUCATION

BOVET, Pierre. **L'instinct combatif.** [See 136.7]

377.2 MORAL EDUCATION

DÜRR, Otto. **Ist gehorchen so schwer?** [See 371.5]

377.2 MORAL EDUCATION

ECKSTEIN, Ludwig. **Stufen der Gewissensbildung.** Stuttgart, Calwer Verlag, (cop. 1961). 60 p. (Calwer Hefte zur Förderung biblischen Glaubens und christlichen Lebens, Heft 42). — The training of conscience in children is the central task of education at present and constitutes one of the most delicate problems in all education. This booklet examines in a Christian context a certain number of concrete situations connected with moral education. (IBE)

377.2 MORAL EDUCATION

FRIEBEL, Horst. **Die Bedeutung des Bösen für die Entwicklung der Pädagogik Schleiermachers.** [See 370.3]

### 377.2 (47) MORAL EDUCATION (USSR)

KOLBANOVSKIJ, V.N. & KRUTECKIJ, V.A. (Ed.). **Voprosy psihologii nravstvennogo razvitija škol'nikov.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 196 p., tabl., bibl. notes. — Six articles together with accounts of actual observation concerning schoolchildren's psychological problems and the various stages of moral development. Educational guidance of pupils in upper classes is considered in the light of data obtained among a large number of pupils. Examination of tendencies and desires in regard to their future activity shows that their intentions depend largely upon the planning of their work with a view to production. The articles on moral training describe the effect of discussions based on knowledge about the development of ethical concepts. (IBE)

### 377.2 MORAL EDUCATION — 377 EDUCATION OF THE PERSONALITY — 370.46 EDUCATIONAL PSYCHOLOGY

RIVERSO, Michele. **Psicologia funzionale e próblema pedagogico.** Napoli, Libreria Scientifica Editrice, (1960). 176 p., bibl. notes. (Filosofia e Pedagogia). — In the training of moral, religious and social values in children consideration must be given to the specific function of childhood, that is to its importance as regards adult status. The author discusses in turn James' pragmatism, Clarapède's functionalism and Piaget's genetics, in all of which theories experimentation with children is seen as essential aid for the learning of mental operations by children and thus as the basis of all educational action. He then suggests adaptations of these theories for the training of values in children. (IBE)

### 377.2 MORAL EDUCATION

SPENCER, Herbert. **Essays on education and kindred subjects.** [See 371.301]

### 377.2 MORAL EDUCATION

SVADKOVSKIJ, I. F. **Nravstvennoe vospitanie detej.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 179 p., bibl. notes. — Account of the author's theory regarding the moral qualities of the child and the methods to be used to encourage its development. This theory is illustrated by many examples applied to modesty, courage, sincerity, courtesy, love of work, etc. (IBE)

### 377.2 MORAL EDUCATION — 371.02 EDUCATION AT HOME

WHYTE, Dorothy K. **Teaching your child right from wrong.** London, Frederick Muller, (1963). 192 p., ind., app. — Even if corruption seems an accepted part of the adult world most parents are eager for their children to acquire the notions of right and wrong as well as a sense of their responsibility to society. Discussion accompanied both by advice and directives on the various aspects of the question and by many examples showing how essential it is for parents and children to trust each other. (IBE)

### 377.21 CHARACTER EDUCATION — 377.91 MEDICO-PSYCHOLOGICAL AND EDUCATIONAL AID — 137 CHARACTER STUDY

ALLERS, Rudolf. **Psicologia e pedagogia del carattere.** Versione dall'inglese a cura di R. Titone. (Torino), Società Editrice Internazionale, (1961). 328 p., bibl. notes. (Psicologia e Vita, Collana di psicologia applicata ai problemi educativi, XXVI). — Italian translation of the English re-arranged version, published under the title "The psychology of character" (New York, Sheed and Ward, 1943), of R. Allers' book "Das Werden der sittlichen Person" originally published by Herder, Freiburg i.B., in 1935. (See IBE Bulletin No. 36). (IBE)

### 377.21 CHARACTER EDUCATION

DANCY, John. **The pupils schools and the future.** [See 373.109 (42)]

### 377.21 CHARACTER EDUCATION — 371.43 SYSTEMS DISTINGUISHED BY THEIR EDUCATIONAL PROCEDURE: NEW EDUCATION — 37 C LIFE AND WORK OF EDUCATIONISTS

HAHN, Kurt. **Erziehung zur Verantwortung.** Reden und Aufsätze. Stuttgart, Ernst Klett Verlag, s.d. 100 p., 1 phot. (Aus den deutschen Landerziehungsheimen, Heft 2). — Selected addresses and articles by Kurt Hahn, one of the pioneers of " new education " and founder of the famous school at Gordonstoun (Scotland) as well as of the first school having a short course for the training of courageous men, namely the Outward Bound Sea School in Wales. I. Thoughts on education (thoughts inspired by Plato). II. Salem: the task of new education (training to produce that humanity which we need). III. Gordonstoun: (a) the crisis in May 1940; (b) lay sermon on compassion; (c) education by the sea and for the sea (education by action for character training); (d) retrospection. IV. Return to Germany: (a) education for responsibility; (b) hopes and concerns of new education. At the end of the volume is a short biographical note and a list of German " new education " schools. (IBE)

377.21 CHARACTER EDUCATION

LAENG, Mauro. **F.W. Foerster.** [See 37 C]

377.21 CHARACTER EDUCATION — 377.22 EDUCATION OF THE FEELINGS — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY — 371.02 EDUCATION AT HOME

MAUCO, Georges. **L'éducation affective et caractérielle de l'enfant.** Paris, Editions Bourrelier, (cop. 1963). 175 p. (Cahiers de pédagogie moderne). — Practical book which, intended for parents and educators, describes the stages in the child's emotional development, including the formation of his character, and discusses the factors which may hinder this development (complexes, feeling of insecurity, perversity, emotional claims, anxiety, lack of self-confidence, school failure, etc.). Emphasis on the decisive influence of the social, home and school environment in this development. Importance for parents and educators to have emotional maturity and formed characters since on this depend the parent-children, teacher-pupil and parent-teacher relations. Nature of family relationships and a warning against their impairment; relationships between the family and the school and between the teacher and the pupil when the latter encounters school difficulties. Information on the facilities for psycho-pedagogical aid (consultation centres, schools for parents). (IBE)

377.22 EDUCATION OF THE FEELINGS

MAUCO, Georges. **L'éducation affective et caractérielle de l'enfant.** [See 377.21]

377.24 CHILDREN'S FAULTS — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

MALEWSKA, Hanna E. & MUSZYŃSKI, Heliodor. **Kłamstwo dzieci.** Warszawa, Państwowe zakłday wydawnictw szkolnych, 1962. 220 p., fig., tabl., bibl. — Analysis of lying in children based on data collected for the most part in various Polish primary schools in 1958-1959. The evolution of the child's moral sense passes through one or more stages in which the degree and frequency of lying are related to his sex, psychological type, social conditions and the type of education. Methods of investigation and of prophylactic and remedial treatment must take all these factors into account and detect the motives both in the general tendency to lie and in each particular case. Practical advice on how to obtain the child's confidence while acting with consideration for his feelings and preventing him from taking refuge by dissimulation and withdrawal. (IBE)

377.24 CHILDREN'S FAULTS

VIMORT, J. **Avec nos enfants. 1. La vie de famille. 2. Leurs défauts.** [See 371.02]

377.24 CHILDREN'S FAULTS

ZULLIGER, Hans. **Kinderfehler im Frühalter.** [See 376.5]

377.25 EDUCATION FOR FAMILY RELATIONSHIPS — 371.02 EDUCATION AT HOME

TOBLER, Gustav. **Mein Heim - Meine Welt.** Zürich, Advent-Verlag, s.d. 254 p., pl., bibl. — Discussion concerning some of the most common problems connected with married and family life. It is shown that health in regard to marriage and such life depends as much on mental and spiritual state as on physical state. Home life is not only a right of human nature but also a bastion of culture such as the author sees it in our heritage of Christian morality. (IBE)

377.255 SEX EDUCATION

BOVET, Th. & SAUSSURE, Y. de. **Pour devenir homme.** Lausanne, Payot, (cop. 1963). 71 p., fig. — Suitable for adolescents "looking for real love", a frank and clear introduction in sex education. At this time when the young have unlimited possibilities of learning all and knowing all it is essential to help them see clearly in order that they may continue to have respect for themselves and others. While the seriousness of the problems is not minimised, these are presented in a natural and simple way. No moralising but a firm line of conduct, showing the young man that true freedom resides in gaining a sense of responsibility based on a personal and living faith. (IBE)

377.255 Sex Education — 376.7 Adolescence

DAVIS, Maxine. **Der Junge Mensch und das Geschlecht.** Übersetzt von Eva Zahn. Bern, Verlag Wissen und Fortschritt, (1960). 254 p. — German translation of the work " Sex and the adolescent " published by The Dial Press, New York. Anatomy, biological development and sexual life, intended to help the adolescent attain healthy and normal behaviour and maturity of feeling. (IBE)

377.255 Sex Education

DUCET, Michel. **Problèmes sexuels des jeunes gens et jeunes filles.** Les initiations nécessaires. Soissons (Aisne), La Diffusion nouvelle du Livre, (cop. 1962). 220 p., fig. — Survey of present knowledge concerning introduction to the facts of sexual life in their physiological, psychological and moral aspects. The matter is considered from the Christian point of view for the benefit of boys and girls as well as parents and educators. Account of the whole sexual process (this "eternal function"), its positive facets and its negative facets (abortion, birth control, contraception, venereal disease). The book offers to young people reliable information and an opportunity to prepare for accepting the responsibilities and joys of genuine love. (IBE)

377.255 Sex Education

HEGELER, Sten. **Wie ist das eigentlich Mutter?** Acht Gespräche des fünfjährigen Peter mit seiner Mutter über geschlechtliche Fragen. Translated from Danish by Edmund Bickel. München & Basel, Ernst Reinhardt Verlag, (cop. 1961). 39 p., fig. — German translation of a Danish work " Hvordan, mor? " originally published by Branner og Korchs Forlag, Copenhagen. This small picture book presents eight dialogues between a five-year-old boy and his mother. The author admits neither falsehood nor compromise in the replies given to children's questions. The difference between the sexes, pregnancy, birth, conception, are treated in a Nordic spirit of frankness which will perhaps be found astonishing in other countries. (IBE)

377.255 Sex Education

KENT, Edith. **Die Liebeserziehung im Kindesalter.** Sexuelle Aufklärung leicht gemacht. Wien & Stuttgart, Wilhelm Braumüller, Universität-Verlagsbuchhandlung, (cop. 1961). 162 p., fig. — Sex education which is healthy and simple and in which the instruction given by parents completes what the child learns by observing makes possible an essential educational task which consists of achieving a balance between instinct and reason. Results of science and of medical practice made available for all by a woman doctor who, by employing some examples and developing certain arguments borrowed from confidences she has received, criticises the evasive or " poeticised " answers too often given by parents to a child who is merely seeking accurate information. (IBE)

377.26 Education for Leisure

GUILLEN, E. **Loisirs d'aujourd'hui.** [See 371.86]

377.26 Education for Leisure — 37 N (∞) International Conferences

PROHASKA, Leopold (Hrsg.). **Mensch und Freizeit.** Als pädagogisches Problem. Wien & München, Österreichischer Bundesverlag, (1962). 167 p. (Veröffentlichungen des Instituts für Vergleichende Erziehungswissenschaft, Salzburg, Band XV). — Reports on the value of leisure time (how to use it for enriching the human personality), presented at the 11th international congress (July 1961) of the Institute for Comparative Education, Salzburg. In these papers, prepared by university professors, a course adviser, a tutor and a council minister, an endeavour is made to place the concept of leisure on an anthropological foundation and to appraise it as an educational problem in its relation to man's composition as well as to his education, activity, mental and physical health, family and social responsibilities. Particular attention is given to the role of leisure in the general and religious development of youth living in industrialised regions. (IBE)

377.3 (430.2) SOCIAL EDUCATION (FEDERAL REPUBLIC OF GERMANY)

BREUER, Hubert. **Du und die Gemeinschaft.** [See 375.82 (430.2)]

377.3 SOCIAL EDUCATION

CZARNIEWICZ, Maria. **Aktywność społeczna dziecka 12-14 letniego.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 204 p., bibl., notes. — The problem of children's and young people's social activities concerns not only educators and parents but the whole community. The political sense of such activities at school has its source in the ideology by which they are prompted. Hence the necessity for an examination of the different types of actual situation in which the educators, environment, social relationships and their repercussions on the school regime are all concerned. Individual emotional characteristics constitute a complex and uncertain element of which account must be taken in the organizing of social activities. In the case of occupations directly suggested to children in this connection the educator must also be presumed to possess a knowledge of all the factors and motives which condition the child's social activities. (IBE)

377.3 (52) SOCIAL EDUCATION (JAPAN)

JAPAN. MINISTRY OF EDUCATION. Social Education Bureau. **Kôminkan. Cultural community center in Japan.** [See 374.6 (52)]

377.3 SOCIAL EDUCATION

PROHASKA, Leopold. **Pädagogik der Begegnung.** [See 370.3]

377.3 SOCIAL EDUCATION — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

ZOSIMOVSKIJ, A. V. **Vospitanie obščestvennoj aktivnosti škol'nikov-podrostkov.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 145 p., bibl., notes. (Institute of Educational Theory and History). — Observations on the beginnings and development of social activity in adolescents under the pressure of educators. Such activity is considered as a psychological property and the teacher's influence is examined as a component of it. His role consists of choosing stimulating subjects which will draw the attention of schoolchildren and encourage their action according to a determined plan. Children who are refractory to social activities must be studied individually and their inhibitions made the object of actual treatment in which kindness and tact are of prime importance. (IBE)

377.31 INTERGROUP EDUCATION

UNESCO. YOUTH INSTITUTE. **La prévention du préjugé.** [See 136.7]

377.325 (81 + ∞) SCHOOL COOPERATIVE SOCIETIES (BRAZIL & VARIOUS COUNTRIES)

LUZ FILHO, Fábio. **Cooperativas escolares.** 5a. edição aum. e actualizada. Rio de Janeiro, Ministério da Agricultura, Serviço de Economia Rural, 1960. 406 p., tabl., bibl., app. — Fifth edition of a work first published in 1933. Additional information is given on rural school cooperative societies and their organization in Brazil and various other countries. The publication is especially intended for teachers and all who are interested in the question of agrarian reform. (IBE)

377.33 EDUCATION WITH A VIEW TO WORK

BOGDANOVA, O.; KURAKIN, A. & NOVIKOVA, L. **Voprosy nravstvennoj podgotovki škol'nikov k trudu.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 144 p., fig., bibl. notes. (Publications of the Institute of Educational Theory and History). — Discussion concerning the " Problems of the pupil's moral preparation for work ", showing how much more difficult it is to accustom children to consider work in its real aspect than to instil in them a certain amount of knowledge. For this reason their moral preparation for work should be systematic. Suggestions and instructions intended to assist educators who are still groping in their search for a suitable method. (IBE)

377.33 (430.3) EDUCATION WITH A VIEW TO WORK (GERMAN DEMOCRATIC REPUBLIC)

STOLZ, Helmut. **Schuldirektor und Erzieherkollektiv.** [See 379.39 (430.3)]

377.33 (438) EDUCATION WITH A VIEW TO WORK (POLAND)

SZCZERBA, Wiktor. **O wychowaniu przez pracę.** [See 375.9 (438)]

377.34 (430.2) POLITICAL EDUCATION — 373.1 (430.2) SECONDARY GENERAL CULTURE EDUCATION (FEDERAL REPUBLIC OF GERMANY)

BONN. BUNDESZENTRALE FÜR HEIMATDIENST. **Möglichkeiten und Grenzen der politischen Bildung in der Höheren Schule.** (Bonn, Bundeszentrale für Heimatdienst, 1960). 201 p. (Schriftenreihe der Bundeszentrale für Heimatdienst, Heft 52). — Political education in secondary general culture schools, its usefulness, its limitations, etc., constituted the theme of a conference held at Tutzing. Reports concerning political education in the eleven federated States, followed by seven accounts dealing with particular aspects of the question: subject matter; definition of the State's role; practicability of political education in secondary schools; means of expression; training of professors and teachers; examination of curricula in the federated States, etc. (IBE)

377.34 (430.2) POLITICAL EDUCATION — 373.5 (430.2) VOCATIONAL AND TECHNICAL EDUCATION (FEDERAL REPUBLIC OF GERMANY)

BONN. BUNDESZENTRALE FÜR HEIMATDIENST (Hrsg.). **Politische Bildung in der Berufsschule.** (Bonn, Bundeszentrale für Heimatdienst, 1961). 180 p., fig. (Schriftenreihe der Bundeszentrale für Heimatdienst, Heft 56). — Ten reports on various aspects of political education and civic training in vocational schools (pupils aged 17 to 20 years), presented at a conference convened in Tutzing in 1960 by the Ministries of Education in the Federal Republic of Germany. Such political education, broadly defined as general information or, in the contemporary restricted sense, as a means of defending democracy, is difficult to give for the following reasons: (a) range of topics to be dealt with; (b) limitations set by the syllabus and time-table; (c) biological and social differences among pupils. It is consequently necessary to make use of aids such as the radio, television and films. (IBE)

377.34 (430.2) POLITICAL EDUCATION — 375.42 (430.2) HISTORY — 375.825 (430.2) INTERNATIONAL TEACHING (FEDERAL REPUBLIC OF GERMANY) — 379.81 (43) THE SCHOOL AND POLITICS (GERMANY)

BUCHHEIM, Max. **Arbeitsmaterial zur Gegenwartskunde.** 2. Aufl. Hannover, [etc.], Hermann Schroedel Verlag, (1962). 376 p., tabl., ind., app. — Work intended for teachers of history and political economy to enable them to inform present-day youth as objectively as possible about the humanitarian and political consequences of national socialism and the war. Material taken from archives, periodicals and information bulletins is arranged and annotated for a study to be made of contemporary history relating to Germany and, more generally, to Europe and the world. The facts relate mainly to the period preceding the first world war, the intervening years, the Hitler period, the Third Reich, the Federal Republic, including the Berlin question and international relations. The material is arranged with reference to two major contexts: (a) the Jewish question in the national socialist state; (b) the school under the Third Reich. The final part of the volume deals with Europe and European institutions, the United Nations and its specialised organizations. (IBE)

377.34 (43+430.2) POLITICAL EDUCATION — 37 B (43) HISTORY OF EDUCATION (GERMANY & FEDERAL REPUBLIC OF GERMANY)

HORNUNG, Klaus. **Etappen politischer Pädagogik in Deutschland.** Bonn, Bundeszentrale für Heimatdienst, (1962). 76 p., bibl. notes. (Schriftenreihe der Bundeszentrale für Heimatdienst). — Historical survey of the different stages of "political pedagogy" in Germany under the monarchy and under constitutional government. National socialism and the training of individuals in accordance with predetermined types. The work of Foerster, Kerschensteiner, Becker, Richert, Spranger and Stapel in the field of political education. Need for reappraisal of political education since such education is determined by the prevailing political circumstances themselves. (IBE)

377.342 (430.2) DEMOCRATIC EDUCATION (FEDERAL REPUBLIC OF GERMANY)

STAHL, Walter (Ed.). **Education for democracy in West Germany.** Achievements — shortcomings — prospects. New York, Frederick A. Praeger; published for Atlantik-Bruecke, (1961). 356 p., pl., fig., tabl., bibl. notes, gloss. — Comprehensive and objective account of the efforts made in federal Germany to provide "education for democracy".

The difficulties which where encountered and those which are still to be faced by educators. Leading German and American persons endeavour to show the achievements, shortcomings and prospects of such education and make it possible for the reader to realise the true extent of the problems which, in their different aspects, affect the federal Republic as a whole. (IBE)

377.343 SOCIALIST EDUCATION

SUCHODOLSKI, Bogdan (Ed.). **Szkoła podstawowa w społeczeństwie socjalistycznym.** [See 372.22 (438)]

377.343 SOCIALIST EDUCATION

WOJCIECHOWSKI, Kazimierz (Ed.). **Pedagogika dorosłych.** [See 374]

377.343 (438) SOCIALIST EDUCATION (POLAND)

WOJTYŃSKI, Wacław. **Myśl pedagogiczna Władysława Spasowskiego na tle analizy pism i działalności.** [See 37 C]

377.345 (51) COMMUNIST EDUCATION (CHINESE PEOPLE'S REPUBLIC)

HU, Chang-Tu (Ed.). **Chinese education under communism.** [See 37 A (51)]

377.345 COMMUNIST EDUCATION

KING, Edmund J. (Ed.). **Communist education.** [See 37 A (47+∞)]

377.35 EDUCATION FOR CITIZENSHIP

JOUSSELLIN, Jean. **Pédagogie du civisme.** Inventaire des méthodes et moyens. (Toulouse), Édouard Privat, Éditeur, (cop. 1963). 126 p. (« Mésopé », Bibliothèque de l'Action sociale, Vol. 17). — Analysis, based on the requirements of present-day social life, reveals the doctrinal substance of civic sense and how it is expressed in education. The pragmatic aspect of the problem and the different factors involved are presented here in a kind of inventory of the various educational media (inquiries, meetings, study circles, surveys, cooperative action). A series of "undertakings in citizenship training" are given as examples in order that the reader may be encouraged to find an objective, expression and framework for his own efforts. (IBE)

377.35 (73) EDUCATION FOR CITIZENSHIP (UNITED STATES)

MISSISSIPPI. UNIVERSITY. The Educational Film Production Department. **Audio-visual aids for student council education.** [See 371.59 (73)]

377.35 EDUCATION FOR CITIZENSHIP

PIGNATARI, Marziola (Ed.). **L'orientamento professionale come educazione civica.** [See 377.94]

377.38 EDUCATION FOR INTERNATIONAL UNDERSTANDING

BARONI, A et al. **La filosofia dell'educazione ed altri problemi pedagogici.** [See 370.3]

377.38 (45) EDUCATION FOR INTERNATIONAL UNDERSTANDING — 370.3 PHILOSOPHY OF EDUCATION — 373.5 (45) VOCATIONAL AND TECHNICAL EDUCATION — 37 N (45) CONFERENCES (ITALY)

CONGRESSO NAZIONALE DI PEDAGOGIA. Vo., Bologna, 7-9 Maggio 1960. **Atti.** Bologna, Edizioni Giuseppe Malipiero, (cop. 1961). 493 p., bibl. notes. — Proceedings of the 5th national educational congress. Held in May, 1960, in Bologna it had as main topics (a) Italian school education and the training of an international consciousness, (b) philosophy of education in today's world, (c) vocational training and the instruction given at the industrial undertaking. Papers presented by specialists in these matters. Minutes of the debates. (IBE)

377.38 (∞) EDUCATION FOR INTERNATIONAL UNDERSTANDING (VARIOUS COUNTRIES)

COUNCIL FOR CULTURAL CO-OPERATION OF THE COUNCIL OF EUROPE. **Youth and development aid.** [See 379.827 (∞)]

377.38 (∞) Education for International Understanding (Various Countries)

FÉDÉRATION INTERNATIONALE DES ASSOCIATIONS D'INSTITUTEURS. **L'enseignement des langues étrangères à l'école primaire et la compréhension internationale.** [See 375.13 (∞)]

377.38 Education for International Understanding — 375.825 International Teaching — 37 N (430.2+436) Conferences (Federal Republic of Germany & Austria)

STEIDL, Josef (Hrsg.). **Weg zu Europa.** Salzburger Europa-Seminar 1960. Salzburg, (Etzendorfer & Co.), 1961. 99 p. (Veröffentlichungen des Pädagogischen Instituts Salzburg. Band 7). — School education, people's education and the training of youth leaders were the problems examined at European level at the European seminar which was held in 1960 at Salzburg and attended by 85 German-speaking educators. Delegates were given information on experiments carried out at the two experimental European schools in Salzburg and on the spreading of their influence and discussed the idea of European integration in regard to citizenship and education. The recommendations relate to the setting up of a European youth centre and to improvement in the information given by educators to young people both in and outside the school. (IBE)

377.38 (∞) Education for International Understanding (Various Countries)

UNESCO. **Vacations abroad — Vacances à l'étranger — Vacaciones en el extranjero.** [See 378.38 (∞)]

377.38 (∞) Education for International Understanding (Various Countries)

**The year book of education 1964. Education and international life.** [See 37 G (∞)]

377.382 Revision of Textbooks

COMMISSION INTERNATIONALE POUR L'ENSEIGNEMENT DE L'HISTOIRE. **Index de références.** [See 375.42]

377.382 (∞) Revision of Textbooks — 379.824 (∞) International Educational Action

SCHRÖDER, Carl August. **Die Schulbuchverbesserung durch internationale geistige Zusammenarbeit.** Geschichte. Arbeitsformen. Rechtsprobleme. Braunschweig, Georg Westermann Verlag, 1961. 214 p., tabl., bibl. notes, app. — History and procedure as well as legal problems in connection with the revision of school textbooks on a worldwide basis. Such a revision must not only be technical and educational but also constitute a genuine elimination of every intellectual obstruction to true international understanding. The difficulties encountered by those who take a leading part in the improvement of textbooks are explained in the light of the historical, political, religious and ideological circumstances which have produced these difficulties. Problems connected with royalties, translation, freedom of opinion, etc. In the appendix: resolutions and agreements relating mainly to the situation in the German Federal Republic and to the major international decisions in the matter between 1926 and 1951. (IBE)

377.4 Aesthetic Education

BERCY, Jean. **L'expression artistique et son contexte pédagogique.** [See 375.72]

377.4 Aesthetic Education — 1 Philosophy

CASOTTI, Mario. **L'arte e l'educazione all'arte.** (Brescia), "La Scuola" Editrice, (cop. 1961). 159 p., notes. — Discussion of art and of aesthetic education from the standpoint of Thomistic philosophy and in relation to the educational and cultural movement in Italy. The second part of the book is concerned with the basic concepts of neo-scholastic thought as these are able to explain certain fundamental principles of art and of aesthetic education as well as the process of their development. (IBE)

377.4 Aesthetic Education

FREINET, Elise. **L'enfant artiste.** [See 375.72]

377.4 Aesthetic Education

LJUBINSKIJ, I.L. **Teatr i deti.** [See 371.383]

377.4 Aesthetic Education

POLOZOVA, T.D. (Ed.). **Kniga — učitel' i drug.** [See 371.862]

377.4 Aesthetic Education — 371.86 Schoolchildren's Leisure

SAVČENKO, E.G. & RUBINA, Ju.I. (Ed.). **Estetičeskoe vospitanie vo vneklassnoj rabote vos'miletnej školy.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1963. 327 p., fig., bibl., notes. (Institute of Aesthetic Education). — Under the title "Aesthetic education in work outside the classroom at eight-year schools", a collection of articles dealing with literature, singing, drawing, reading, dancing, dramatic art, etc. Explanation of the educational characteristics of each art; practical suggestions concerning the organization, syllabus content and work methods with the children. (IBE)

377.4 Aesthetic Education

SEIDENFADEN, Fritz. **Die musische Erziehung in der Gegenwart und ihre geschichtlichen Quellen und Voraussetzungen.** [See 375.75]

377.4 Aesthetic Education

SERRANO DE HARO, Agustín. **Embellezcamos las escuelas.** [See 371.63]

377.9 Aid for the Young — 136.7 Child and Adolescent Psychology

BECK, Ludwig Maria. **" Antworte, bitte, gleich ".** Kinder schreiben ihre Sorgen an den grossen Kameraden. Freiburg & München, Karl Alber, s.d. 167 p. — These letters from children to an unknown but kindly friend reveal the existence of problems which they do not dare — or are not able — to confide to those directly responsible for their education and show their need to be helped. Such problems, whether they concern family, school or even morals, are all part of early training for life and should not be minimised since children are conscious of them and troubled by them. The publication of these letters is intended to acquaint parents and educators with an unsuspected aspect of child and adolescent thought and to help them in counselling and guiding those who are entrusted to their care. (IBE)

377.9 Aid for the Young

FRANKE, Hans & GÜNTHER, Friedrich. **Der Daseinkampf beginnt in Sexta.** [See 371.82]

377.9 Aid for the Young

BERDIE, Ralph F. et al. **Testing in guidance and counseling.** New York & London, McGraw-Hill Book Co., (1963). xiii+288 p., tabl., bibl., ind. (McGraw-Hill Series in Education, Guidance, Counseling, and Student Personnel Education). — Practical information, based on experience and research, for students taking courses in guidance, as well as for school counsellors and psychologists, to assist them in the use of testing as an intrinsic part of their work. Relation which guidance has to the child's physical, mental and social health. Testing in general (validity, reliability, evaluation, norms, advantages and disadvantages); organizing a testing programme for evaluation; national testing programmes. Useful information concerning the importance of the counsellor's interview with the pupil, his relation with pupils, parents, teachers and school principals, his knowledge of occupational and educational opportunities. Research on counselling; professional improvement. Tests used in educational guidance (intelligence, ability, interest and personality, educational achievement). (IBE)

377.9 Aid for the Young — 372 Primary Education

DETJEN, Ervin Winfred & DETJEN, Mary Ford. **Elementary school guidance.** 2nd ed. New York & London, McGraw-Hill Book Co., (1963). ix+240 p., tabl., bibl., ind. (McGraw-Hill Series in Education, Guidance, Counseling and Student Personnel Education). — Second and completely revised edition of a work dealing, from the standpoint of mental health, with the general significance of guidance as well as with the functions of guidance staff and services at elementary schools. Consideration, in connection with the various topics treated, of the techniques and activities available to future and serving teachers in elementary schools. Place of educational guidance at elementary level; the teacher's role; tests; keeping the child's record; recommendations. Influence of the teacher's personality on the pupils, pupil-teacher relations and the classroom atmosphere. Influence of the home environment on child behaviour and parent-teacher relations. The pupil's physical health; detection of his handicaps and needs; his mental health; importance of his social adjustment. Main problems of behaviour; development of individual qualities and good habits. Guidance at pre-school level; guidance at the time of proceeding to secondary school. (IBE)

377.9 Aid for the Young — 371.824 Sociometry and Education

GLANZ, Edward C. **Groups in guidance.** The dynamics of groups and the application of groups in guidance. Boston, Allyn and Bacon, 1962. 385 p., fig., bibl. (36 p.), gloss., ind. — Group techniques, psychological testing and individual counselling constitute the three conceptual tools which help school counsellors to individualise educational goals. I. Definition of the basic elements of a group, how groups relate to guidance and education, description of a philosophy of the use of groups in guidance. II. Principal factors involved in understanding group operation (formation and functioning of groups, the leaders, members and structure of groups, problems of relationships, words and meanings in groups, human behaviour in groups). III. Employment of groups in guidance programmes, particularly in connection with the following: human relations and group training; student activities; articulation and orientation; psychological testing; educational planning; vocational development; counselling; organized guidance classes. (IBE)

377.9 (73) Aid for the Young — 371.27 (73) Ancillary Services (United States)

LEE, Grace (Ed.). **Helping the troubled school child.** Selected readings in school social work, 1935-1955. New York, National Association of Social Workers, (1959). 447 p. — Collected papers and articles published in American journals, etc. from 1935 to 1955 and which are arranged according to the following main topics: philosophy of school social work; description of such work; its historical development; social and emotional problems of the child in school; social work in practice (among the children, the parents, the teachers and the community); education for school social work. (IBE)

377.9 Aid for the Young

TORRANCE, E. Paul. **Guiding creative talent.** [See 371.95]

377.91 Medico-psychological and Educational Aid

ALLERS, Rudolf. **Psicologia e pedagogia del carattere.** [See 377.21]

377.91 Medico-psychological and Educational Aid

BERNART, Manuel. **Niños difíciles de educar.** [See 377.911]

377.91 Medico-psychological and Educational Aid

BRAUNER, Françoise; DESIGNOLLE, Lucy & BRAUNER, Alfred. **Quelques médications psychotropes dans le traitement éducatif des enfants déficients mentaux.** [See 371.92]

377.91 Medico-psychological and Educational Aid

CORRELL, Werner. **Lernstörungen beim Schulkind.** [See 371.237]

377.91 Medico-psychological and Educational Aid

ECKSTEIN, Ludwig. **Pädagogische Situationen im Lichte der Erziehungsberatung.** Bern & Stuttgart, Gemeinschaftsverlag Hans Huber — Ernst Klett, (cop. 1962). 215 p., fig., tabl., ind. (Abhandlungen zur Pädagogischen Psychologie, Band IV). — Observations which the psychologists, doctors and welfare workers at the medical and educational aid centre in a small German industrial town carried out concerning the educational situation of problem children and difficult adolescents. Examination of the cases from the medical and psychological standpoint and in relation to the environment and social circumstances makes it possible to explain certain educational problems to practitioners for whom the book is intended. (IBE)

377.91 Medico-psychological and Educational Aid

GRAY, Susan W. **The psychologist in the schools.** [See 371.196 (73)]

377.91 Medico-psychological and Educational Aid

HOFFMANN, Wolfhart. **Die Mitarbeit des Psychologen im Heim für milieugeschädigte Kinder.** [See 371.94]

377.91 Medico-psychological and Educational Aid

HOLZINGER, Fritz. **Schulreife und Schullaufbahn.** [See 371.231]

377.91 Medico-psychological and Educational Aid

JUNG, C.G. **Psychologie et éducation.** [See 131]

377.91 Medico-psychological and Educational Aid

KASSER, Werner et al. (Hrsg.). **Hans Zulliger.** [See 37 C]

377.91 Medico-psychological and Educational Aid

KIRCHHOFF, Hans & PIETROWICZ, Bernhard. **Kontaktgestörte Kinder.** [See 377.911]

377.91 Medico-psychological and Educational Aid

ZIERL, W. **Kindliche und jungendliche Diebe in Erziehungsberatung und Gutachtenpraxis.** FRIEDMANN, A. **Bemerkungen zum Problem dissozialer Fehlhaltungen und ihrer Behandlung.** [See 371.93]

377.911 Problem Children

ADLER, Alfred. **L'enfant difficile.** Traduit par H. Schaffer. Paris, Payot, 1962. 214 p. (Petite Bibliothèque Payot, 15). — Description of some twenty cases of problem children (the spoilt, the untruthful, those who steal, the over-ambitious, the disheartened, enuresis cases, etc.) and which draws attention to the causes and manifestations of maladjustment. General emphasis on the insufficient development of social sense. The final chapters contain educational ideas for parents and insist in particular on the important role of the kindergarten in training of the personality as the latter comes into being. (IBE)

377.911 Problem Children — 371.82 The Child and the School

BERGE, André. **O colegial-problema.** A escola e os defeitos da criança. Tradução de Teresa de Araújo Pena. Rio de Janeiro, Livraria AGIR Editôra, 1960. 185 p., bibl. notes, gloss. (Colecção Família). — Portuguese translation of the French work "L'écolier difficile" published by Editions Bourrelier, Paris, in 1954. (See IBE Bulletin No. 113). (IBE)

377.911 Problem Children — 371.90 Handicapped Children — 377.91 Medico-psychological and Educational Aid

BERNART, Manuel. **Niños difíciles de educar.** Contribución a los estudios de pedagogía... Traducción del alemán por M.G.H. Madrid, Ediciones Studium, (1961). 149 p., fig., bibl. (Colección "Hogar y pedagogía"). — Spanish translation of the work published in German under the title "Sorgenkinder der Volksschule" by Kaiser Verlag, Munich. (IBE)

377.911 Problem Children

BRUSSELS. CENTRE D'ÉTUDE DE LA DÉLINQUANCE JUVÉNILE. **La délinquance juvénile et l'école.** [See 371.93]

377.911 Problem Children

BUCK, Juan M. de [Jean-Marie de]. **¡ Ese hijo vuestro...! II. Casos difíciles.** [See 371.02]

377.911 Problem Children — 377.91 Medico-psychological and Educational Aid — 371.824 Sociometry and Education

KIRCHHOFF, Hans & PIETROWICZ, Bernhard. **Kontaktgestörte Kinder.** Eine Diskussion der Sektion Schulpsychologie im Berufsverband Deutscher Psychologen. Basel & New York, S. Karger, 1961. 184 p., tabl., bibl. (Psychologische Praxis, Schriftenreihe für Erziehung und Jugendpflege, Heft 29). — Report of 21 psychologists invited by the Hamburg education authorities to take part in a conference on the " asocial child ". According to the meeting's agenda the articles deal with the following topics: (a) causes of loss of contact with the external world (maladjustment to school, colour of half-castes, the only child, etc.); (b) how to detect cases in order to treat them in time (Rozenzweig test, plan of a new test); (c) possibility of helping the asocial child by placing him in a school suited to his level (example of special schools in Basel and Copenhagen); (d) regression as a consequence of unsociability (delinquency of regressive children, stubborn silence, overloaded school work, etc.). Importance of psychology in present-day education and measures to be taken in order to accustom the child to collective life (a compulsory year of kindergarten, beginning of compulsory schooling at 6 years 3 months). (IBE)

377.92 Remedial Education — 371.26 Methods of Examination and Control of Pupils

BRUECKNER, Leo J. & BOND, Guy L. **Diagnostico y tratamiento de las dificultades en el aprendizaje.** Traducción de Arturo de la Orden. Madrid, Ediciones Rialp, 1961. 509 p., fig., tabl., bibl. (Biblioteca de Educación y Ciencias Sociales). — Spanish translation of a work "The diagnosis and treatment of learning difficulties" published by Appleton-Century-Crofts, New York, in 1955. (See IBE Bulletin No. 124). (IBE)

377.92 Remedial Education

KERN, Artur. **Das rechtschreibschwache Kind.** [See 371.913]

377.92 Remedial Education

KIRCHHOFF, Hans & PIETROWICZ, Bernhard (Hrsg.). **Neues zur Lese- und Rechtschreibeschwäche.** [See 371.913]

377.92 Remedial Education

LINDER, Maria. **Lesestörungen bei normalbegabten Kindern.** [See 371.913]

377.92 Remedial Education

MORRIS, Ronald. **Success and failure in learning to read.** [See 372.4]

377.92 Remedial Education

MOXON, C.A.V. **A remedial reading method.** [See 372.4]

377.922 (44) Educational Guidance (France)

**Après la réforme de l'enseignement... comment choisir votre métier.** [See 377.94 (44)]

377.922 (44) Educational Guidance (France)

FIRMIN, Lucien. **Vos enfants... nos élèves.** [See 371.026]

377.922 (494) Educational Guidance (Switzerland)

GIROD, Roger & ROUILLER, Jean-Frédéric. **Milieu social et orientation dans la carrière des adolescents.** [See 370.47 (494)]

377.922 Educational Guidance — 377.94 Vocational Guidance — 158.1 Psychotechnics

PASQUASY, R. **Une méthode de contrôle en orientation scolaire et professionnelle.** Bruxelles, Editest, 1962. 52 p., tabl., bibl., app. — With the rational organization of education the role of guidance, both educational and vocational, is becoming increasingly important for ensuring that a child's career correspond as far as possible to his tastes and aptitudes, while taking into account the country's economic and vocational needs. Although the methods and techniques for measurement and diagnosis of the child's aptitudes and interests have been refined and perfected, there are still no satisfactory methods of checking in order to avoid errors in guidance. This study, based on results obtained in Belgium, seeks the most objective means of control and proposes a so-called functional method which, setting aside a mere qualitative appraisal, tries to determine the child's over-all functional potential as well as its principal component parts. (IBE)

377.922 (6+ ∞) Educational Guidance — 371.232 (6+ ∞) Entrance Examinations. Methods of Selection — 377.94 (6+ ∞) Vocational Guidance — 37 N (6+ ∞) Conferences (Africa and Various Countries)

TAYLOR, A. (Ed.). **Educational and occupational selection in West Africa.** London, Oxford University Press, 1962. x+219 p., tabl., ind. — In countries which need to recruit and train qualified personnel quickly, the problem of guidance and selection, both educational and vocational, is urgent. A conference of experts was held in 1960 in order to compare the procedures employed in West Africa, notably in Ghana and Nigeria, with those employed elsewhere, whether in other African countries or else in Great Britain or the United States. Recommendations were drawn up for encouraging both research in this field and the employment of methods which are more systematic and better suited to the different countries. It was also urged that examinations be standardised and that vocational guidance and selection be developed. (IBE)

377.922 (44) Educational Guidance — 373.15 (44) Lower Secondary Education — 371.42 (44) School Reform — 371.026 (44) Home and School (France)

TOURNIS, G. & CLARYS, R. **Entrer en 6ᵉ, y réussir...** De l'école primaire au cycle d'observation. Paris, Gedalge-A Wast & Cie, (1963). 139 p., tabl., app. — After describing the spirit embodied in the French educational reform and showing the connection between its main features the author offers practical advice to parents. How to prepare pupils effectively, from the lower primary stage, for entering class VI; how they should be helped during the observation stage (classes VI and V). The homogeneous whole of which the education consists and the consequent importance of the child's intellectual development, physical state and emotional stability. There must be no lack of continuity between the schooling from 6 to 11 years of age and that which follows. The book deals particularly with all the opportunities offered by each type of course and with possible state assistance to children. (IBE)

377.94 (44) Vocational Guidance — 377.922 (44) Educational Guidance — 371.42 (44) School Reform (France)

**Après la réforme de l'enseignement... comment choisir votre métier.** (Paris), Hachette, (cop. 1962). 153 p. (Carrières, Collection dirigée par Cendrine de Porthal et Jean Yanowski). — Guide intended not only for vocational guidance but for educational guidance as well. The recent school reform in France has already introduced or will introduce in the educational system a number of structural changes which, by means of more flexible differentiation, will enable each pupil to prepare himself for the career most suited to his capacities. The precise and detailed information given will help adolescents, parents and teachers to orient themselves in this complex new structure. (IBE)

377.94 (71) Vocational Guidance (Canada)

**Canada careers directory.** For high school and technical institute graduates — **1963** — **Choisissez votre carrière.** Montreal, Cornmarket Press, (1963). 153 p., tabl., app. — Bilingual reference book concerning the careers open to graduates of general secondary schools and of technical institutes. Current requirements and opportunities in Canada for employment in industry, commerce, government and private offices, the army, etc. Advice urging pupils to improve their qualifications. Answers to questions which could be asked about the likelihood of success in a position, about scholarships, etc. (IBE)

377.94 (71) Vocational Guidance (Canada)

**Canada careers directory.** For university graduates — **1964** — **Choisissez votre carrière.** Pour diplômés universitaires. Montréal, Cornmarket Press, (1963). 200 p., tabl. — Guide offered by industrial and commercial organizations and government agencies in Canada to help university graduates choose their careers. I. Editorial section. II. Indications concerning the reference section; data index; list of contributors. III. Reference section containing detailed data relative to each of the companies which offer opportunities of employment. (IBE)

377.94 (44) Vocational Guidance — 378 (44) Higher Education — 373.105 (44) Baccalaureate — 37 E (44) Reference Books (France)

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. **Les débouchés du baccalauréat.** (Paris), Bureau universitaire de statistique et de documentation scolaires et professionnelles, 1963. 359+38 p., fig., tabl., app. — Publication brought up to date for the academic year 1963-1964, presenting a comprehensive view of the opportunities open to baccalaureate holders. Eleven sections deal with the different types of career and are introduced in each case by details concerning admission requirements, the planning of courses and the possibilities of obtaining scholarships. (IBE)

377.94 (494) VOCATIONAL GUIDANCE (SUISSE)

GIROD, Roger & ROUILLER, Jean-Frédéric. **Milieu social et orientation dans la carrière des adolescents.** [See 370.47 (494)]

377.94 VOCATIONAL GUIDANCE — 376.1 EDUCATION OF GIRLS — 37 P RESEARCH AND INQUIRIES

LUCKER, Elisabeth. **Die praktisch-intellektuelle Begabung der Mädchen in ihrer Bedeutung für ihren Berufseinsatz.** Eine experimentelle Untersuchung zur Lösung der Berufsnot der weiblichen Jugend. Ratingen/Rhld, Aloys Henn Verlag, (cop. 1955). 120 p., fig., tabl., bibl. notes. (Kronenburger Schriften). — Experimental study on the choosing of women's vocations. Comparative tests of the technical aptitude, sense of organization, logical representation and practical behaviour of students of both sexes in a final year class of compulsory schooling show the points of difference and correspondence between the sexes. Analysis and comparison of the result supplies statistical information which is of value in vocational guidance. In addition to purely vocational considerations such guidance should take into account biological and psychological facts relating to the woman. (IBE)

377.94 VOCATIONAL GUIDANCE

MEILI, Richard. **Psychologie der Berufsberatung.** 5. verb. und verm. Aufl. Basel, Verlag von S. Karger, 1962. 75 p. (Psychologische Praxis, Schriftenreihe für Erziehung und Jugendpflege, Heft 4). — Fifth edition revised and enlarged of a study published in 1945, dealing with the psychology of vocational guidance. (See IBE Bulletin No. 78). (IBE)

377.94 VOCATIONAL GUIDANCE

PASQUASY, R. **Une méthode de contrôle en orientation scolaire et professionnelle.** [See 377.922]

377.94 VOCATIONAL EDUCATION — 373.5 VOCATIONAL AND TECHNICAL EDUCATION — 377.35 EDUCATION FOR CITIZENSHIP — 37 N (45) CONFERENCES (ITALY)

PIGNATARI, Marziola (Ed.). **L'orientamento professionale come educazione civica.** V. Convegno nazionale dell'Opera Montessori. Messina, 19-20-21 settembre 1959. Roma, Ed. " Vita dell'Infanzia ", s.d. 413 p., pl., bibl. notes, app. — By choosing vocational guidance as topic for its 1959 congress the Italian Montessori Association wished to emphasise the need for an up-grading of work and show that the choosing of a vocation should be considered as a civic responsibility. The papers presented at the congress drew attention to the important role which schools play in this connection as they can guide pupils as regards both citizenship and vocation by training future citizens who are able to assume their responsibilities and appreciate the value of work. Schools should consequently be given the means of fulfilling their guidance role and, particularly, of founding their methods on those of Montessori by keeping in view the example of that educator who found in pupils' practical work at school a means of revealing and developing their abilities as well as of ensuring their social education at the same time. (IBE)

377.94 (6+∞) VOCATIONAL GUIDANCE (AFRICA AND VARIOUS COUNTRIES)

TAYLOR, A. (Ed.). **Educational and occupational selection in West Africa.** [See 377.922 (6+∞)]

377.94 VOCATIONAL GUIDANCE

TÜRLER, William. **Eltern und Sohn vor der Berufswahl.** Bern, Francke Verlag, (cop. 1962). 96 p. — Technical developments, growth of population and prosperity exert considerable pressure on the preparation of young people for vocational life. Specialization, competition and the wide choice offered result in insecurity and hesitation. The author, who is a vocational guidance adviser of the city of Berne, calls upon parents to take a real interest in these problems and upon schools to take a more active part. Balance in a child's character is essential for his success just as his personal abilities and gifts are more important than outside factors in the choice of vocation. Special cases (left-handedness, colour blindness, etc.) are considered. (IBE)

377.94 Vocational Guidance — 378 Higher Education

**WALTHER, Léon. Orientation professionnelle et carrières libérales.** Etude psychologique. Fribourg (Suisse), Editions Universitaires, (cop. 1962). 194 p., tabl., bibl., ind. — New edition of a work, originally published in 1936, dealing with vocational guidance and the professions. For these it is necessary to take a university course and possess fundamental intellectual ability. Finally there is the choice of a profession, in which ultimate success will depend not only on intellectual attitudes (psycho-tropism) and emotional attitudes (propensity, inclination) but also on the personality of the individual, who is free to act and react in regard to his profession. (IBE)

# 378 HIGHER EDUCATION

378 (∞) Higher Education — 37 B (∞) History of Education (Various Countries)

**ASHBY, Eric. Community of universities.** An informal portrait of the Association of Universities of the British Commonwealth 1913-1963. Cambridge, At the University Press, 1963. viii+118 p., bibl. notes, ind., app. — Brief historical account of the Association of Universities of the British Commonwealth published to mark the Association's jubilee year. A means for exchange and communication among the universities spread throughout the various continents, this Association has established an essential cohesion permitting the Commonwealth countries to develop their cultural relations in a spirit of equality. (IBE)

378 (73+94) Higher Education (United States & Australia)

**BLOOMFIELD, John. Screens and gowns.** [See 371.36 (73)]

378 (∞) Higher Education — 37 E (∞) Reference Books (Various Countries)

**BOARDMAN, Francis. Institutions of higher learning in the Middle East.** A tabulation and summary with some historical notes. Washington, Middle East Institute, 1961. vii+34 p., fig., tabl. — List of higher education establishments in the Middle East (eleven Arab, African and Asian countries as well as Turkey, Iran, Israel, Cyprus and Ethiopia). Statistics relating to the development of such institutions in these countries as compared with that of the American universities set up in these areas. (IBE)

378 (73) Higher Education (United States) — 371.30 Teaching Principles

**BROWN, James W. & THORNTON, James W., Jr. College teaching.** Perspectives and guidelines. New York & London, McGraw-Hill Book Co., (1963). ix+260 p., fig., tabl., bibl., ind. — Teaching staff at American university colleges must be doubled during the next decade with the result that it will be necessary to engage staff who have not received adequate training. To help the latter with their task this book offers basic information as well as some suggestions for improving the quality of the teaching and for giving it a more practical character. Nature, goals and problems of higher education in the United States. In the first part, entitled "Perspectives", attention is given to the historical and sociological foundations of university study, while the second part deals with practical aspects of American college teaching. (IBE)

378 (493) Higher Education — 37 P (493) Research and Inquiries (Belgium)

**COETSIER, L. Problematiek van slagen en mislukken in de eerste kandidatuur van de universiteit.** (Ledeberg/Gent, N.V. Drukerij Erasmus), 1960. 80 p., fig., tabl., notes. (Mededelingen van het Laboratorium voor toegepaste psychologie en de Dienst voor studieadvies bij de Rijksuniversiteit te Gent, No. 6). — Brief report on an inquiry concern-

ing the results obtained by students of the University of Ghent at their first university examination. Discussion of the different personal factors involved: individual ability; environment in which the student lives and works; training received at secondary level, etc. (IBE)

378 (492) Higher Education — 379.50 (492) Planning (Netherlands)

COMMISSIE VOOR STATISTIEK VAN HET INTERUNIVERSITAIR CONTACTORGAAN (Netherlands). **De ontwikkeling van het aantal academici tot 1980.** Aanbod en behoefte. Zeist, Uitgeversmaatschappij W. de Haan, 1959. 127 p., tabl. — Forecasts concerning university enrolments in the Netherlands until 1980, together with statistics showing the development in higher education both generally and in the respective faculties. Discussion of the shortage in personnel with university training and of the underlying factors responsible for the crisis in recruitment. Comparison of the supply and demand in regard to employment in the round of Dutch economic life and consideration of its influence on the courses of study chosen. (IBE)

378 (73) Higher Education (United States)

EELLS, Walter Crosby & HOLLIS, Ernest V. **Sabbatical leave in American higher education.** [See 371.15 (73)]

378 Higher Education — 37 B History of Education

ELLERT, Gerhart. **Das Abenteuer des Forschens.** Weg und Schicksal Europas in seinen hohen Schulen. Wien & München, österreichischer Bundesverlag, (1963). 227 p., fig. — Incidents and sketches connected with eleven European universities and narrated on a background of history. The latter begins in Athens (the city becomes active as it awaits Hadrian's first visit). Next to Byzantium and so on from one university to another until Upsala. In the case of each Alma Mater the author shows what is owed to the founder, by what tradition the life has been marked and the contribution made to Europe's great cultural and intellectual heritage. The book concludes with an image of the University of Europe. (IBE)

378 (497.1) Higher Education — 37 E (497.1) Reference Books (Yugoslavia)

FILIPOVIĆ, Marijan. **Higher education in Yugoslavia.** Translated by Veselin Kostić. Beograd, Publicističko-izdavački zavod "Jugoslavija", 1962. 121 p., tabl., notes, app. — English translation of a practical and historical guide to Yugoslav universities and academies. Students wishing to study in Yugoslavia will find in the volume a detailed list of the faculties, courses and syllabuses at each university as well as the requirements for admission and for obtaining scholarships. (IBE)

378 (44) Higher Education (France)

FRANCE. MINISTÈRE DE L'ÉDUCATION NATIONALE. **Les débouchés du baccalauréat.** [See 377.94 (44)]

378 (94) Higher Education (Australia)

FRENCH, E.L. (Ed.). **Melbourne studies in education, 1960-1961.** [See 37 B (944)]

378 (73) Higher Education — 379.32 (73) Financing of Education — 378.91 (73) Financial Assistance (United States)

HARRIS, Seymour E. **Higher education: resources and finance.** New York & London, McGraw-Hill Book Co., 1962. xxxviii+713 p., tabl., bibl., ind. — Comprehensive study relating to the resources and financing of higher education establishments in the United States. Statistics (period 1889 to 1960), inquiries and questionnaires showing in perspective a certain number of economic problems which can be solved by examining the different sources of income in order of their importance (students, the federal and state governments, endowment income, private gifts, economies). Among the many questions exposed and discussed: (1) history of higher education, a budget plan (extending to 1970), faculty structure, general development; (2) the budget (including scholarships, loans and pre-financing); (3) contributions of governments; (4) financial administration (how to raise and manage the necessary funds); (5) the faculties (economic and social status of the teachers as compared with that of other professions and with the competing offers made by industry). The instructional staff should be involved and assisted as much as possible. Moreover, throughout his long investigation the author always has in view an ultimate aim, namely to encourage progress in higher education, organize its financing on a solid basis and thus increase the return for the dollar invested in "human capital" and in the education institutions. (IBE)

378 (73) Higher Education — 379.96 (73) Educational Statistics (United States)

HASWELL, Harold A. **Higher education in the United States.** (Paris), Unesco, (cop. 1963). 64 p., fig., tabl. (Educational studies and documents, No. 47). — Substantial information, together with statistics, relating to higher education in the United States. I. Democratic principles underlying its organization and the diversity in the authorities responsible: (a) administration and financing of both public and private universities and colleges; (b) role of the federal Government. II. Instructional programmes (according to type of course): (a) course length; (b) university degrees; (c) status and training of the instructional staff. III. Academic environment: (a) different types of establishment; (b) both American and foreign student characteristics and numbers; (c) student services (scholarships, student loans, social welfare, etc.). IV. Services to the community: (a) scientific research; (b) medical, dental and hospital services available to the public; (c) agricultural extension services, etc. V. Activities of federal agencies. VI. Role of United States higher education in the field of interrelations and study. (IBE)

378 (430.2+∞) Higher Education — 378.241 (430.2+∞) Organization of the Student's Work — 373.16 (430.2+∞) Upper Secondary Education (Federal Republic of Germany & Various Countries) 37 N (∞) International Conferences

HENTIG, Hartmut von. **Das erste Studienjahr an der Universität.** Bericht über eine Tagung vom 8.-10. Januar 1963. Hamburg, Unesco-Institut für Pädagogik, s.d. 72 p., bibl. (Internationale pädagogische Studien). — Report on a conference held for studying different aspects of university reform such as it has taken place during the past two centuries when main attention has been given to research, student problems and a more rational approach to administration. The conference topics related to (a) reform in course programmes and in their planning for the first two university semesters, (b) the lives of first year students and the setting up of residential colleges, (c) preparation, at upper secondary level, for university study. (IBE)

378 (94) Higher Education — 371.237 (94) Retardation in Studies — 378.24 (94) Students and their Problems — 37 P (94) Research and Inquiries (Australia)

HUGHES, P.W. **Academic achievement at the university.** An analysis of factors related to success. Hobart, University of Tasmania, 1960. 97 p., fig., tabl., bibl., app. — Second phase of an inquiry concerning the university achievement of Australian students. The social and physical, etc. factors bearing upon the student's work are analysed as well as the consequences of university failure. Detailed account of the inquiry procedure. Recommendations as to the steps which should be taken to remedy the situation. (IBE)

378 (73) Higher Education — 373.2 (73) Problem of General Culture (United States) — 370.1 Concept and Aims of Education

HUTCHINS, Robert M. **Educazione alla libertà.** Traduzione di Rosanna Codignola e Carlo Doglio. Firenze, " La Nuova Italia " Editrice, (1963). xiv+124 p., bibl. notes, ind. (Educatori antichi e moderni, CLXXVIII). — Italian translation of several chapters taken from the following works: "Education for freedom" (Louisiana State University Press, 1947); "Freedom, education and the fund: Essays and addresses, 1946-1956" (New York, Meridian Books, 1956); "Observations on American education" (London, Cambridge University Press, 1956.) (See IBE Bulletin No. 125). (IBE)

378 (∞) Higher Education — 37 E (∞) Reference Books — 37 P (∞) Research and Inquiries (Various Countries)

INTERNATIONAL ASSOCIATION OF UNIVERSITIES — ASSOCIATION INTERNATIONALE DES UNIVERSITÉS. **Liste internationale — 1963 — International list.** Universities. Other institutions of higher education. University organizations. 6th ed. Paris, International Universities Bureau, (1963). xvii+351 p., tabl. — Two-language directory to the titles and addresses of the different higher education establishments situated throughout the world and of certain governmental and non-governmental bodies concerned with higher education nationally or internationally. Table showing the vacation periods in the different countries. Explanatory note on the International Association of Universities, its composition and its activities. (IBE)

378 (73) Higher Education — 371.95 (73) Specially Gifted Children — 371.12 (73) Training of Primary and Secondary Teachers — 37 N (73) Conferences (United States)

LEWIS, Lanora G.; BRYAN, J. Ned & POPPENDIECK, Robert. **Talent and tomorrow's teachers.** The honors approach. (Washington), U.S. Office of Education, (1963). VI+83 p., bibl. notes, app. (New Dimensions in Higher Education, Number 11, OE-50036). — In connection with a series of discussions on necessary steps for improving the quality of higher education in the United States, a conference of the ICSS (Inter-University Committee on the Superior Student) was held to consider both the honours approach and honours programmes for attracting superior students into the field of teacher training. I. Definition of theory and practice in a complete honours programme. II. Place of honours in the quest for quality in talent, ability and work. III. Reports presented by the study committees of the university members; plans and proposals. IV. Impact of the honours system on teaching in the schools, the quality of which depends first and foremost on the quality of the teachers. (IBE)

378 (73) Higher Education — 370.44 (73) Economy and Education — 379.32 (73) Financing of Education (United States)

MUSHKIN, Selma J. (Ed.). **Economics of higher education.** (Washington), U.S. Office of Education, (1962). XVIII+406 p., fig., tabl., bibl. notes, app. (OE-50027, Bulletin 1962, Number 5). — Publication resulting from a meeting of a group of economists called by the Office of Education, Washington, for the purpose of stimulating economic research in regard to American higher education and for making some recent research findings available to those concerned. These findings relate to very many matters, which may be arranged under four main headings: (1) needs of the United States in college-trained personnel; (2) higher education regarded as an investment in human capital; (3) financial resources for higher education; (4) economic research, the progress made and the matters in which further research is necessary. Many statistical tables are provided by way of illustration. (IBE)

378 (94) Higher Education — 378.24 (94) Students and their Problems — 371.237 (94) Retardation in Studies — 37 P (94) Research and Inquiries (Australia)

SCHONELL, Fred J. et al. **Promise and performance.** A study of student progress at university level. Brisbane, University of Queensland Press & London, University of London Press, (1962). XXV+405 p., tabl., bibl. notes, ind. — Inquiry on higher education in Australia, prompted by the growing number of failures recorded at the University of Queensland. From 1950 to 1962, three specialists in educational psychology made a careful study of approximately 1,500 students by administering group tests and examining each case with regard to individual problems (home background, financial situation, scholastic preparation, choice of studies in relation to aptitudes, emotional factors, health, etc.). They also examined the situation as regards the teaching staff (number of teachers, their training, material, methods, teaching techniques, etc.). The authors' practical experience provides the basis for the summary of their inquiry and for the conclusions and recommendations on how to solve the problem of numerous university failures and to help students meet their individual difficulties. (IBE)

378 (82) Higher Education (Argentina)

TAVELLA, Nicolas M. **La contribución pedagógica en el ámbito universitario.** Santa Fe, (Imprenta de la Universidad nacional del Litoral), 1960. 35 p., tabl. (Serie de textos y documentos, 1). — Main problems facing university education in Argentina: courses given up by students before they obtain degrees; lack of assiduity; preference for certain university qualifications which do not correspond to the country's present needs; opposition to structural reform of university courses. Suggested steps for solving these problems. Necessity, however, for active and loyal cooperation by professors and students alike. (IBE)

378 (6) Higher Education — 379.50 (6) Educational Planning — 37 N (6) Conferences (Africa)

UNESCO. **The development of higher education in Africa.** Report of the conference on the development of higher education in Africa (Tananarive, 3-12 September 1962). (Paris), Unesco, (1963). 339 p., fig., tabl., gloss. — Organized in order to ensure the development of higher education in Africa the conference — a complement to the Conference of African States held in Addis Ababa in May, 1961 — dealt with problems relating to the planning of higher education, its financing, content and the needs in staff. Consideration was also given to the question of cooperation not only between the countries of Africa but also between these countries and non-African governments and organizations. Included in the volume is a selection of papers constituting the background material. (IBE)

378 Higher Education
WALTHER, Léon. **Orientation professionnelle et carrières libérales.** [See 377.94]

378 (∞) Higher Education (Various Countries)
**The world of learning 1963-64.** [See 37 E (∞)]

378.2 (73) University Organization and Administration (United States)
DODDS, Harold W.; ROBB, Felix C. & TAYLOR, R. Robb. **The academic president — educator or caretaker?** New York & London, McGraw-Hill Book Co., 1962. VIII+294 p., bibl. notes, ind. (The Carnegie Series in American Education). — A university college president is both the head of several faculties — he may even give lectures himself — and the caretaker of an establishment whose running costs amount to millions. Is it possible for one man to carry out such duties without neglecting some aspect? Should a president give up his role of educator, his academic prerogatives, in order to devote himself entirely to the administrative side? Should the responsibilities of a president be divided between a faculty head and an administrative head? The author favours the appointment of one man who, responsible for both functions, is capable of selecting the faculty members and administrative staff with discrimination which extends to the apportionment of expenditure and who, knowing that he has reliable collaborators, can purposely delegate responsibilities to them. (IBE)

378.23 Entrance Requirements
BURGER, Robert. **Eignungs- und Erziehungsdiagnosen für höhere Schulen mit dem Diapositiv-Z-Test.** [See 371.266]

378.24 (94) Students and their Problems (Australia)
HUGHES, P.W. **Academic achievement at the university.** [See 378 (94)]

378.24 (94) Students and their Problems (Australia)
SCHONELL, Fred J. et al. **Promise and performance.** [See 378 (94)]

378.241 Organization of the Student's Work
ALLEN, Clifford. **Passing examinations.** [See 371.262]

378.241 (430.2+∞) Organization of the Student's Work (Federal Republic of Germany & Various Countries)
HENTIG, Hartmut von. **Das erste Studienjahr an der Universität.** [See 378 (430.2+∞)]

378.25 (42) University Degrees (United Kingdom)
STRONG, Alan. **Pass that exam!** [See 371.262 (42)]

378.28 (54+73) Foreign Students and Professors — 379.822 (54+73) Teacher and Pupil Interchanges between Schools (India and United States)
DAWES, Norman. **A two-way street.** The Indo-American Fulbright program, 1950-1960. London, Asia Publishing House, (1962). XII+180 p., fig., pl., ind. — The first ten years (aims, organization and work) in India of the Fulbright Foundation, which organizes student exchanges between this country and the United States. Impressions of American students concerning India and of Indian students concerning the United States. (IBE)

378.28 (∞) Foreign Students and Professors (Various Countries)
UNESCO. **Study abroad. Etudes à l'étranger. Estudios en el extranjero.** [See 379.67 (∞)]

378.38 (∞) VACATION COURSES — 371.87 (∞) SCHOOLCHILDREN ON HOLIDAY — 377.38 (∞) EDUCATION FOR INTERNATIONAL UNDERSTANDING (VARIOUS COUNTRIES)

UNESCO. **Vacations abroad - Vacances à l'étranger - Vacaciones en el extranjero.** Courses, Study Tours, Work Camps. XVI, 1964. (Paris, Unesco, cop. 1964). 175 p., ind. — Sixteenth edition of the annual handbook including information on educational and cultural activities taking place in 1964 in all parts of the world for students. Approximately 950 institutions with their headquarters in some 70 countries have contributed information on (a) vacation courses, (b) hostels, holiday camps and centres, (c) study tours, (d) international voluntary work camps, (e) other short-term exchange opportunities. The book concludes with a list of publications on vacation activities and a geographical index. (IBE)

378.4 (73) UNIVERSITY COLLEGES — 373.17 (73) EDUCATION INTERMEDIARY BETWEEN SECONDARY AND HIGHER — 37 E (73) REFERENCE BOOKS (UNITED STATES)

HAWES, Gene R. **The new American guide to colleges.** 2nd ed. completely rev. and enl. New York and London, Columbia University Press, 1962. 376 p., ind. — Second and revised edition of a directory (with index) to American colleges of higher education. Particulars relating to 2,675 establishments are given in regard to (a) general matters (name, address, location, governing body, year of foundation, etc.), (b) courses (subjects offered, degrees awarded), (c) financial questions (course fees, boarding charges, opportunities of obtaining scholarships, part-time work, etc.), (d) administration (admission requirements, application procedure, likelihood of success or failure, proportion of women students in relation to the total number of students, co-education or otherwise, total accommodation of the institution, predicted needs in regard to graduates in higher education for the years 1965 to 1970). (IBE)

378.6 SPECIAL ESTABLISHMENTS OF HIGHER EDUCATION

IMBERCIADORI, Piero. **L'educazione professionale e il movimento operaio.** [See 373.5]

378.61 (42) HIGHER TECHNICAL EDUCATION — 371.06 (42) EDUCATION FOR PRACTICAL LIFE — 37 P (42) RESEARCH AND INQUIRIES (UNITED KINGDOM/ENGLAND)

JAHODA, Marie. **The education of technologists.** An exploratory case study at Brunel College. (London), Tavistock Publications, (1963). XIII+226 p., tabl., bibl., ind., app. — Study on one of the most recent types of higher technical education introduced in the United Kingdom, the course for the diploma in technology at Colleges of Advanced Technology. Known as "sandwich education" in the United Kingdom and as "cooperative education" in the United States, this type of training combines with practical training received in industry the theoretical and academic instruction equivalent to that provided by the universities. In the light of experiments carried out at Brunel College the author analyses the process of education such as experienced and seen by the students, the college staff and the education and training officers in collaborating firms. The presentation of this empirical data is accompanied by a discussion of the more general problems of higher education. Due to rapid development in the pure and applied sciences, reform is needed in the various types of university course and is the concern of educators, industrialists and policy makers. (IBE)

378.61 (81) HIGHER TECHNICAL EDUCATION — 379.50 (81) EDUCATIONAL PLANNING — 370.44 (81) ECONOMY AND EDUCATION (BRAZIL)

LIMA, J. Pinto et al. **Técnicos para o desenvolvimento da agricultura.** Formação profissional — Mercado de trabalho. Rio de Janeiro, Associação Brasileira de Crédito e Assistência Rural, 1961. xv+402 p., fig., pl., tabl., bibl. — In contrast with the rapid industrial expansion in Brazil the development in the agricultural sector is very slow. Hence the urgent need for qualified technical personnel in the fields of agronomy, veterinary science, domestic economy and rural social welfare. As part of a campaign to intensify training of such personnel the Brazilian Association for Credit and Rural Assistance appointed a group of specialists (a) to effect a comparative study, on a regional and nation-wide scale, of the present situation and possibilities of higher education in regard to training for the four professions concerned, (b) to assess the index figure and the rate of absorption of such personnel by the labour market, (c) to study the allocation and utilisation of personnel according to previous record of service, type of work undertaken and changes in salary level. (IBE)

378.61 (∞) HIGHER TECHNICAL EDUCATION (VARIOUS COUNTRIES)

SLAUGHTER, F. **Design and the education of mechanical engineers.** London, Sir Isaac Pitman & Sons, (1963). xiv+274 p., fig., tabl., bibl., ind., app. — Book intended mainly for engineers, educators and industrialists but also for politicians, economists, etc. in the United Kingdom and other western countries. Its object is that of drawing attention to foreign competition as well as to the reforms necessary for ensuring progress in the engineering sciences and in industrial civilisation as a whole. The first section presents a philosophy in regard to study plans in pure and applied mechanics. Then follows a review of the curricula adopted at several higher polytechnical establishments throughout the world in the training of mechanical engineers. Comparison of these particulars shows that the training of engineers and the teaching of machine design cannot be complete unless at least the larger part of the course is devoted to study plans and machine design. Some practical suggestions are offered for reform in higher technical education accordingly. (IBE)

378.7 (494.42) UNIVERSITY LIFE (SWITZERLAND/GENEVA)

GENEVA. UNIVERSITÉ. **Actes du IVe centenaire 1559-1959.** Genève, Georg & Cie, Librairie de l'Université, 1963. 297 p., fig., pl., bibl., ind. — Amply illustrated work commemorating the IVth centenary of the Geneva Academy founded in 1559 by the reformer John Calvin. Account of the centenary celebrations and text of the messages addressed to the University of Geneva on the occasion. (IBE)

378.8 STUDENT LIFE — 371.385 SCHOOL NEWSPAPER. SCHOOL PRINTING PRESS

GARIÉPY, Gilles. **Etudiant et journaliste.** Les Escholiers Griffonneurs. Montréal, Centre de psychologie et de pédagogie, (1962). 214 p., fig. — Survey of the work and research undertaken since 1943 by French-Canadian student journalists of the " Corporation des Escholiers Griffonneurs ". Brief dissertation on the role of student journalism, followed by more specific proposals regarding (a) editing (editorial styles and policy, qualities which editors should possess, etc.), (b) details of presentation (printing techniques, lay-out, importance of headlines, illustrations, etc.), (c) administration (finance, circulation, advertising, secretarial work), (d) the team (structure of the editoral team, recruiting and training, rules). (IBE)

378.91 (73) FINANCIAL ASSISTANCE (UNITED STATES)

HARRIS, Seymour E. **Higher education: resources and finance.** [See 378 (73)]

# 379 SCHOOL ADMINISTRATION

379 (42) SCHOOL ADMINISTRATION — 371.016 (42) PRIVATE AND INDEPENDENT SCHOOLS (UNITED KINGDOM)

ALEXANDER, William & BARRACLOUGH, F. **County and voluntary schools.** 3rd ed. London, Councils & Education Press, 1963. 114 p., fig., tabl., notes. — Third and revised edition of a work dealing with the status and administration of county and private schools in England. (See IBE Bulletin No. 95). (IBE)

379 (73) SCHOOL ADMINISTRATION — 371.13 (73) FURTHER TRAINING OF TEACHERS (UNITED STATES)

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. **Inservice education for school administration.** Report of the AASA Commission on Inservice Education for School Administration. (Washington, AASA, 1963). xi+208 p., bibl. notes, ind. — Report of the commission on in-service education appointed by the American Association of School Administrators. The following are the commission's objectives: (1) to institute a continuous programme of in-service training in school administration; (2) to lay down principles which could serve as a guide for school committees, departments of education, colleges, universities, individuals and professional associations desirous of improvement or change in various aspects of school administration; (3) to indicate by means of examples the resources required for instituting such a programme; (4) to show the role which could be played by education authorities, colleges, etc. in establishing the programme; (5) to furnish guide-lines which, intended for evaluation of the various parts of the programme, could also provide a basis for its improvement. One chapter contains a review of the different experiments at present being conducted in this field. (IBE)

379 (81) SCHOOL ADMINISTRATION (BRAZIL)

BRAZIL. MINISTÉRIO DE EDUCAÇÃO E CULTURA. Instituto Nacional de Estudos Pedagogicos. Centre Regional de Pesquisas Educacionais do Recife. **Educação e região: problemas de política e administração escolares no Nordeste Brasileiro.** [See 379.5 (81)]

379 (71) SCHOOL ADMINISTRATION — 371.16 (71) TEACHER'S ROLE AND POSITION — 371.2 (71) SCHOOL ORGANIZATION (CANADA)

CHEAL, John E.; MELSNESS, Harold C. & REEVES, Arthur W. **Educational administration: the role of the teacher.** Toronto, The Macmillan Co. of Canada, (1962). XXI+277 p., fig., tabl., bibl., ind. — The principal aim of educational administration is to improve the curriculum and assist in its application. By way of contribution to the task the teachers should make use of the particular services of administrators. For maximum efficiency in education, close cooperation between the school management and the teachers is essential. Intended for student teachers and for teachers taking courses of further training, this guide deals also with the role of the teacher as sole administrator of his class and emphasises the necessity for him to have a proper understanding of the administrative process and its meaning. (IBE)

379 (94+73) SCHOOL ADMINISTRATION — 371.19 (94+73) VARIOUS CATEGORIES OF EDUCATORS (AUSTRALIA & UNITED STATES)

CUNNINGHAM, K.S. & RADFORD, W. C. **Training the administrator.** A study with special reference to education. (Hawthorn, Victoria), Australian Council for Educational Research, (1963). 135 p., tabl., bibl., app. — Australia has been the scene of notable progress in the training of administrators in all fields except that of public education. It is consequently considered necessary that in this field the training of teachers be given a more dynamic character and that they be encouraged to learn the techniques of administration in order to be ready for appointment as headmasters. But how? After carefully examining the methods and content of the training received by administrators in the Commonwealth, as compared with the programmes adopted and progress achieved in the United States and Canada, the investigators provide a pertinent answer to the question by recommending certain measures which would ensure the competent administration of Australian schools. (IBE)

379 (71) SCHOOL ADMINISTRATION (CANADA)

FÉDÉRATION DES COLLÈGES CLASSIQUES, Montréal. **Notre réforme scolaire. I. Les cadres généraux. II. L'enseignement classique.** [See 371.42 (71)]

379 (44) SCHOOL ADMINISTRATION (FRANCE)

FRENCH, E.L. (Ed.). **Melbourne studies in education, 1960-1961.** [See 37 B (944)]

379 (73) SCHOOL ADMINISTRATION (UNITED STATES)

HOWARD, Glenn W. & MASONBRINK, Edward. **Administration of physical education.** [See 371.73 (73)]

379 (73) SCHOOL ADMINISTRATION (UNITED STATES)

KNEZEVICH, Stephen J. **Administration of public education.** New York, Harper & Brothers, Publishers, (1962). XIV+554 p., tabl., bibl., ind. (Exploration Series in Education). — Work dealing with school administration in connection with American education and presenting a general picture of the different aspects rather than a detailed analysis of each sector. I. Perspectives for the study of school administration: nature and setting; an abstract view of the administrative process; leadership and human behaviour in organizations in general. II. Analysis of the structural framework of public education in the United States (interrelation and interdependence of the component agencies). III. Major levels of administration in the public school organization (local board of education, school superintendents, central office administrative staff, school principals). IV. Strictly administrative problems: discipline; pupil-teacher and teacher-principal relations; curricula; financing; school plant; relations with the community. V. Theory in the administration (emergence of a theoretical framework for its study). (IBE)

379 (73) School Administration (United States)

LADD, Edward T. & SAYRES, William C. (Ed.). **Social aspects of education.** A casebook. Englewood Cliffs (N.J.), Prentice-Hall, 1962. xi+388 p., fig., tabl., bibl. (Prentice-Hall Education Series). — Social aspects of education in the United States, including their legal implications for families, education authorities, etc. Authentic reports of twenty-two actual cases which, although of a frequent kind, raised complicated and difficult issues for decision by the authorities. These reports, to which nothing has been added by way of comment or imagination, provide material for study and comparison by the student of social science, who will be able to analyse, comment and judge for himself and thus obtain practice in reasoning by analogy, induction and deduction. An inquiry among teachers showed in fact that by study of authentic case histories the future teacher learns not to rely on mere evidence when investigating a case but, by inference from the facts, to seek their still hidden cause which, if it were known, would alter the final judgment. (IBE)

379 (94) School Administration (Australia)

MENZIES, R.G. et al. **The challenge to Australian education.** [See 370.1 (94)]

379 (44) School Administration (France)

MINOT, J. **L'administration de l'éducation nationale** au 1$^{er}$ juillet 1962. (Paris, S.E.V.P.E.N.), 1962. 180 p., fig., pl., tabl., ind. (Institut Pédagogique National, Collection des guides pratiques, Brochure No. 8). — Explanation of how the central administration and external agencies of national education operate in France. Those to be educated, the aims, budget, practices, etc. This summary account will be of interest not only to members of the teaching staff and persons connected with other ministries but also to intending candidates at competitive examinations for recruitment organized by the various administrations and faculties. (IBE)

379 (45) School Administration (Italy)

PARDO, Carlo Velio di & GRAVINA, Antonio. **L'ordinamento giuridico della istruzione elementare.** [See 379.91:372 (45)]

379.2 (∞) Ministries — 370.48 (∞) Comparative Education Research (Various Countries)

HEATH, Kathryn G. **Ministries of Education: their functions and organization.** United States of America with the cooperation of sixty-nine governments. (Washington), U.S. Office of Education, (1962). xvii+684 p., fig., tabl., gloss., notes, app. (OE-14064, Bulletin 1961, No. 21). — Comparative study published by the Office of Education, Washington, relating to the functions and organization of ministries of education. Data was obtained by means of a questionnaire sent out in December, 1956, and from information furnished by governments of countries with which the United States maintained diplomatic relations at that time. Part I. Multilateral comparative analysis: international and national perspectives; organization and functions of the ministries; the findings. Part II consists of sections based on the 69 official reports. (IBE)

379.31 School Inspection

GARCÍA RUIZ, Ramón. **Principios y técnica de la supervisión escolar.** (México, Secretaría de Educación pública), 1963. 183 p., bibl., app. (Instituto federal de capacitación del magisterio, Biblioteca pedagógica de perfeccionamiento profesional, 7). — Study concerning various aspects of primary school inspection at the present. Definition of inspection and of the different kinds of work involved; how administration of the services should be organized; suggestions for the planning of school inspection and for the consequent implementation; further training of inspectors, etc. In the appendix: regulations relating to the inspection service in Mexico; text of Recommendation 42 concerning school inspection and adopted in 1956 by the XIXth International Conference on Public Education organized jointly by Unesco and the IBE. (IBE)

379.31 (45) School Inspection (Italy)

ITALY. CENTRO DIDATTICO NAZIONALE PER LA SCUOLA MATERNA. **La funzione direttiva nella scuola materna.** [See 372.21 (45)]

379.31 (72) School Inspection — 372 (72) Primary Education — 37 N (72) Conferences (Mexico)

MEXICO. SECRETARIA DE EDUCACIÓN PÚBLICA. Oficina de coordinación general de educación preescolar y primaria en la Republica & UNESCO. **Primer seminario para inspectores de educación.** Mexico, S.E.P. & Unesco, (1961). 259 p., tabl., app. — Results of work undertaken by the first Mexican educational seminar, held under the auspices of Unesco in order to examine problems connected with the school inspection service. Among these problems: training of teachers at training schools; further training of uncertificated teachers already in service; improvement of curricula, syllabuses and teaching techniques being used; training of inspectors; their functions. Text of the report presented by Professor Robert Dottrens to the Council of Unesco on the organization and time-table of the Seminar, of which he was in charge, and on the results obtained. (IBE)

379.31 (73) School Inspection (United States)

SNADER, Daniel W. (Ed.). **The leadership role of State supervisors of mathematics.** [See 375.3 (73)]

379.31 School Inspection

TOUSIGNANT, Robert. **Conception actuelle de l'inspection scolaire.** Montréal, Institut pédagogique Saint-Georges, 1962. 195 p., tabl., bibl., app. (Bulletin No. 14). — Discussion concerning various branches of school inspection and having in view not only its adjustment to latest educational requirements but also better directed purpose in the inspector's role. I. Objectives of the modern primary school: (a) individual development; (b) social adjustment; (c) vocational guidance; (d) standardisation of school achievement, etc. II. Supervision of schools: (a) their administration; (b) their teaching. III. Assistance to teachers: (a) educational conferences; (b) private interviews; (c) other media of supervision. IV. Qualities and training of the inspector, whose demeanour should reflect health, intelligence and emotional balance. (IBE)

379.32 (73) Financing of Education (United States)

BAILEY, Stephen K. et al. **Schoolmen and politics.** [See 379.8 (73)]

379.32 (73) Financing of Education — 370.44 (73) Economy and Education (United States)

BENSON, Charles S. **The economics of public education.** Boston, Houghton Mifflin Co., (1961). xx+580 p., fig., tabl., bibl., ind. — Discussion concerning the place of official education in the American economy. I. Education as an economic institution (national income and its relation to the support of education, the demand for goods and services). II. Sources of public school revenue (federal, state and local taxation and the respective problems which arise, grants-in-aid and borrowing for educational purposes). III. Problems in school expenditures (" productivity " and long-run development of education, salaries of education personnel, process of budgeting, problems due to inflation). (IBE)

379.32 (73) Financing of Education (United States)

CORBALLY, John E. Jr. **School finance.** Boston, Allyn and Bacon, 1962. 288 p., fig., tabl., bibl., ind. — Discussion, within the context of general financial, economic and political questions, in regard to the financing of American schools: (1) public finance and the country's economy; (2) financial sources (at local and state level, the federal government) and current trends; (3) expenditure, the education budget and its administration, the accounting, auditing and reporting; (4) special finance areas; (5) educational administration and school finance, public education and financial concepts. (IBE)

379.32 (493 + ∞) Financing of Education (Belgium & Various Countries)

D'HOOGH, Christian. **Problèmes économiques de l'enseignement.** [See 370.44 (493 + ∞)]

379.32 (∞) Financing of Education (Various Countries)

GOZZER, Giovanni (Ed.). **Scuola e programmazione economica.** [See 379.50 (45+∞)]

379.32 (73) Financing of Education (United States)

HARRIS, Seymour E. **Higher education: resources and finance.** [See 378 (73)]

379.32 (54) Financing of Education — 37 B (54) History of Education — 379.96 (54) Educational Statistics (India)

MISRA, Atmanand. **Educational finance in India.** London, Asia Publishing House, (1962). xvii+616 p., fig., tabl., bibl. (16 p.), ind., app. — Discussion concerning the financing of education (primary, secondary, technical and vocational, university) during the years 1698 to 1956 in India. Public education and the financing of it constitute an integral part of the national economy today since expenditure on education represents a productive investment connected with a modern state's economy. The sections of the book: (a) introduction and salient features of educational finance; (b) critical survey covering two and a half centuries; (c) trends and practices in India; (d) current problems and some suggestions for improving the situation. (IBE)

379.32 (485) Financing of Education (Sweden)

MOCKRAUER, Franz. **Die schwedische Erwachsenenbildung und der Staat.** [See 374 (485)]

379.32 (73) Financing of Education (United States)

MUSHKIN, Selma J. (Ed.). **Economics of higher education.** [See 378 (73)]

379.32 (861) Financing of Education — 379.50 (861) Educational Planning (Colombia)

NIETO CABALLERO, Agustín. **Dineros para la educación.** Bogota, [Ministerio de educación nacional], 1961. 31 p. (Divulgación cultural, Colección " Cuadernos de educación " — 1). — Collection of articles published in the Colombian newspaper "*El Tiempo*" on the financing of education and the various sources of funds needed to cover educational requirements in Colombia. Among the efforts to be made as from 1961, the author — founder of the "*Gimnasio Moderno*" and Spanish-American teacher — mentions the schooling of about a million children who have not been attending school, the promotion of literacy among 40% of the population, the training of some 20,000 teachers and the further training of a thousand serving teachers. (IBE)

379.32 (54.25) Financing of Education — 372 (54.25) Primary Education — 379.50 (54.25) Planning (Nepal)

UPRAITY, Trailokya Nath. **Financing elementary education in Nepal.** Eugene (Oregon), The American-Nepal Education Foundation, 1962. 329 p., fig., tabl., bibl., notes, app. — Detailed study concerning the financial aspects of various development plans which provide for the introduction of free and compulsory primary education in Nepal. Analysis of several factors which must be considered in any educational planning in this connection: (a) history of education in Nepal; (b) present situation of primary education; (c) sources of finance for such education; (d) predicted cost of introducing free compulsory education at this level; (e) internal stability and economic and social conditions necessary for satisfying the country's educational needs; (f) public finances; (g) procedure contemplated for the planning and financing of educational development in Nepal. (IBE)

379.39 (45) School Management — 373 (45) Secondary Education (Italy)

GIANNARELLI, Roberto & PACE, Gaetano. **Il preside di scuola secondaria.** Funzioni amministrative e didattiche. Firenze, Felice Le Monnier, 1961. 301 p., tabl., bibl. notes, ind. (Collana Insegnare, 1). — Account dealing with administrative and educational aspects of the work of a headmaster and likely to interest teachers preparing for competitive examinations for appointment as headmasters of secondary schools. Any person appointed to such a position in any school should have a sufficiently dynamic personality to create an atmosphere of cordiality among members of teaching staff and in dealings with parents. (IBE)

379.39 (45) School Management (Italy)

ITALY. CENTRO DIDATTICO NAZIONALE PER LA SCUOLA MATERNA. **La funzione direttiva nella scuola materna.** [See 372.21 (45)]

379.39 (71) School Management — 375.0 (71) General Questions relative to the Curriculum (Canada)

REEVES, A.W.; ANDREWS, John H.M. & ENNS, Fred (Ed.). **The Canadian school principal.** [Toronto], McClelland and Stewart, (1962). VIII+311 p., fig., bibl., app. — The role of the headmaster or school principal in Canada is undergoing significant changes with the result that those who hold these responsible positions are required to possess both specialised knowledge and certain personal attributes. In view of this the Canadian Education Association arranged a series of courses on school management and in this volume the main matters covered by the courses are presented to educators. I. The principal's job (its nature, relations between the principal and his staff, various responsibilities, etc. II. The school programme (its educational aim, adaptation, principles of learning, the teaching, provision for exceptional children, improving the school morale, evaluation of the programme). (IBE)

379.39 (430.3) School Management — 377.33 (430.3) Education with a View to Work (German Democratic Republic)

STOLZ, Helmut. **Schuldirektor und Erzieherkollektiv.** Berlin, Volk und Wissen Volkseigener Verlag, 1960. 137 p., bibl. (Bibliothek des Lehrers, Abt. 1, Grundfragen der sozialistischen Pädagogik). — Second edition, revised and enlarged, of the book brought out by the same publisher in 1958 under the title " Der Schuldirektor und die sozialistische Erziehung der Erzieher ". (See IBE Bulletin No. 137). (IBE)

379.4 (45) Relations between the School and the State (Italy)

CODIGNOLA, Tristano. **Nascita e morte di un piano.** [See 379.50 (45)]

379.4 (42) Relations between the School and the State (United Kingdom/England)

CRUICKSHANK, Marjorie. **Church and state in English education.** [See 379.7 (42)]

379.4 (∞) Relations between the School and the State — 379.7 (∞) School Policy from the Denominational Point of View — 379.91 (∞) Educational Legislation — 370.48 (∞) Comparative Education Research (Various Countries)

LIMITI, Giuliana. **La scuola nelle costituzioni europee.** Roma, Armando Armando Editore, 1960. 134 p. (Educazione e Politica, 4). — Comparative study of the Constitutions of various European countries showing the unity of contemporary school problems in these countries. Among other things, these parallels are drawn with regard to the State's position in regard to the school, relationships between Church and State in educational matters, relations between State schools and private schools, provision by the authorities for the benefit of particularly gifted young people lacking financial means. A large section is devoted to extracts from constitutional clauses dealing with education in the countries of Europe. (IBE)

379.4 (485) Relations between the School and the State (Sweden)

MOCKRAUER, Franz. **Die schwedische Erwachsenenbildung und der Staat.** [See 374 (485)]

379.45 (494) Problems of Articulation and Coordination (Switzerland)

SOCIÉTÉ PÉDAGOGIQUE ROMANDE (Switzerland). **Vers une école romande.** [See 371.42 (494)]

379.452 (41) Articulation of the School with the Vocational Life — 373.1 (41) Secondary General Culture Education — 374.1 (41) Further Education (United Kingdom/Scotland)

SCOTTISH EDUCATION DEPARTMENT. **From school to further education.** Report of a working party on the linkage of secondary and further education. Edinburgh, Her Majesty's Stationery Office, 1963. 87 p., tabl., notes, app. — A commission was appointed by the Scottish Education Department to consider the essentials of a programme for further education, with a view to coordination between the later stages of secondary courses and the early stages of vocational courses and with particular reference to the educational needs of young people who do not complete the course for the Scottish Certificate of Education. This detailed report indicates (1) the complexity of the problem not only as regards syllabuses, teaching material and the qualifications which employers require in young people but also as regards young people who often lack incentive and the less gifted, who are considered separately, (2) the measures which the commission recommends in order to encourage further education among young people as well as a vocational preparation more adequate than in the past. (IBE)

379.5 (81) Educational Policy in General — 379 (81) School Administration (Brazil)

BRAZIL. MINISTÉRIO DE EDUCAÇÃO E CULTURA. Instituto Nacional de Estudos Pedagogicos. Centro Regional de Pesquisas Educacionais do Recife. **Educação e região: problemas de política e administração escolares no Nordeste Brasileiro.** Recife, C.R.P.E.R.-I.N.E.P., 1960. 290 p., tabl., ind. (Série Cursos e Conferências). — Subjects of courses and lectures on problems connected with educational policy and administration in the north-east of Brazil. Among the topics dealt with by specialists: administrative problems connected with primary education in Pernambuco; administration and situation of primary education; economic factor in rural education, etc. (IBE)

379.5 (42+∞) Educational Policy in general — 37 A (42) Educational Systems (United Kingdom & Various Countries)

BROGAN, Colm. **The nature of education.** London, Oldbourne, (1962). 123 p. — Education is not the solution of all problems, not even of all those apparently related to education. Both the over-sentimentality of some persons and the over-ambitious aims of others must be avoided since they hide the real meaning of education. The author emphasises the justice of his remarks concerning the national programme in regard to (a) multilateral schools, educational experimentation, etc., (b) adult education, (c) education for the maladjusted and handicapped. Owing to the shortage of teachers there must be better distribution of the teaching staff and material available. In education the authority and control must be assumed by the state, that is by politicians and officials; they have a duty to understand how the future is affected by the education given today and thus to meet the most urgent need, namely to give Great Britain an educational system with due consideration to the coming generations. (IBE)

379.5 (73) Educational Policy in General (United States)

ELAM, Stanley (Ed.). **New dimensions for educational progress.** [See 370.1 (73)]

379.5 (430.2) Educational Policy in general — 37 A (430.2) Educational Systems (Federal Republic of Germany)

GERMANY (Federal Republic of). STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BUNDESREPUBLIK DEUTSCHLAND. **Kulturpolitik der Länder 1961 und 1962.** Redaktion: Dr. Günter Kieslich. [Bonn], (1963). 258 p., fig., pl., tabl., ind., app. — Report on educational and cultural activity in the eleven *Länder* of the Federal Republic of Germany during 1961 and 1962 in the following fields: educational research; school building; censuses of the school population and of teaching staff; financing of education; extra-scholastic activity; adult education; subsidies for sport; libraries, etc. Meetings, organization and work of the Permanent Conference of Ministers of Education of the *Länder* in 1961 and 1962. In the appendix: texts of the recommendations adopted; recent educational statistics. (See IBE Bulletin No. 147). (IBE)

379.5 (42) Educational Policy in General (United Kingdom)

HUTCHINSON, Michael & YOUNG, Christopher. **Educating the intelligent.** [See 373.1 (42)]

379.50 (83) Educational Planning (Chile)

CHILE. MINISTERIO DE EDUCACIÓN PÚBLICA. **Bases generales para el planeamiento de la educación chilena.** Santiago de Chile, Escuela nacional de artes graficas, 1961. 149 p., fig., tabl., bibl., app. — Report on the work of a committee appointed in March, 1961, by the Ministry of Education to establish a basis for integral planning in the field of education. This body studied (a) the present situation of education in Chile, (b) procedure for organizing and setting up the bodies to be responsible for such planning. (IBE)

379.50 (45) Educational Planning — 379.4 (45) Relations between the School and the State — 379.91:379.32 (45) Legislation on the Financing of Education (Italy)

CODIGNOLA, Tristano. **Nascita e morte di un piano.** Tre anni di battaglia per la scuola pubblica. Firenze, "La Nuova Italia" Editrice, (1962). XIX+409 p., tabl., bibl., app. (Orientamenti, Nuova Serie, II). — On 22nd September, 1958, the Italian Senate was presented with a bill commonly referred to as the "plan for educational development during the ten years 1959-1969". Here, commented and annotated, is the text of the relevant report which, drawn up by the author on behalf of the parliamentary opposition, was submitted to the Chamber of Deputies on 25th May, 1961. Review of the problems raised by the ten-year plan: educational finance and the problem of subsidies for private and denominational school establishments; public education and private education; necessity for structural reform of school education; adult education; higher education, etc. Brief account of the political conflict which ended with the abandonment of the plan. In the appendix: original text of the plan and of the main official documents, most of them parliamentary, which are evidence of an important phase in Italian school politics. (IBE)

379.50 (492) Educational Planning (Netherlands)

COMMISSIE VOOR STATISTIEK VAN HET INTERUNIVERSITAIR CONTACTORGAAN (Netherlands). **De ontwikkeling van het aantal academici tot 1980.** [See 378 (492)]

379.50 (493+ ∞) Educational Planning (Belgium & Various Countries)

D'HOOGH, Christian. **Problèmes économiques de l'enseignement.** [See 370.44 (493+ ∞)]

379.50 Educational Planning

DIEZ-HOCHLEITNER, R. **Educational planning.** Washington, International Bank for Reconstruction and Development, International Development Association (Education Division), 1963. 14 p. ron., bibl. notes. — Basic principles and requirements of any educational planning on a national scale. I. Setting up of the administrative machinery. II. Development and progress: (a) modern concepts of urban and rural education; (b) prerogatives of higher education and the universities (scientific research, teacher training); (c) adult education — so often neglected by planners — (university courses, continuation and vocational courses, education of illiterates). III. In order that there may be no lack of understanding or criticism on the part of the public the latter must be kept informed of the projects for school reform and, by means of a propaganda campaign, made to realise its share of responsibility for the success of the nation's plan for education. (IBE)

379.50 (866) Educational Planning (Ecuador)

ECUADOR. MINISTERIO DE EDUCACIÓN PÚBLICA & UNESCO. **Bases para el planeamiento de la educación normal.** [See 371.121 (866)]

379.50 (430.2) Educational Planning — 379.96 (430.2) Educational Statistics (Federal Republic of Germany)

GERMANY (Federal Republic of). STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BUNDESREPUBLIK DEUTSCHLAND. **Bedarfsfeststellung, 1961 bis 1970.** Bearbeitet im Sekretariat/Dokumentations- und Auskunftdienst. 94 p., tabl. (Arbeitsmaterial der Kultusministerkonferenz, Dokumentation Nr. 6). — Discussion, accompanied by many tables of statistics, concerning the needs of the Federal Republic of Germany in regard to schools, teacher training, science, art, culture and scientific research for the years 1961 to 1970. Among the essential tasks to be undertaken during this period: extension of nine-year compulsory schooling throughout the country; development *(Ausbau)* of lower and upper secondary schools; reform of the upper classes at secondary level; development of technical schools and of the schools for adults ("second educational path"); training an adequate number of teachers and the setting up of teachers' universities; reform of scientific high schools in accordance with the recommendations of the Science Council; setting up of additional universities, advanced technical schools and medical academies; development of institutions which are used for adult education. (IBE)

379.50 Educational Planning — 370.44 Economy and Education — 37 D Bibliography

GOZZER, Giovanni (Ed.). **Aspetti economici del problema scolastico.** Roma, Fratelli Palombi, 1963. 166 p., tabl., bibl. (42 p.), notes. (Ministero della Pubblica Istruzione, Ufficio Studi, Documentazione e Programmazione, 3). — The school of tomorrow as seen by a planner who considers the matter in its economic and administrative aspect by applying to education the methods used in economy and politics. The theoretical and descriptive part is illustrated by a concrete example: the French Langevin-Wallon educational plan. (IBE)

379.50 (45 + ∞) Educational Planning — 370.44 (∞) Economy and Education — 379.32 (∞) Financing of Education — 370.48 (∞) Comparative Education Research (Italy & Various Countries)

GOZZER, Giovanni (Ed.). **Scuola e programmazione economica.** Introduzione e commento al testo del documento OECE sugli " Obiettivi dell'educazione in Europa al 1970 ". Roma, Fratelli Palombi Editori, 1962. 389 p., fig., tabl., bibl., app. (Pubblicazioni dell'Ufficio Studi, Documentazione e Programmazione, Ministero Pubblica Istruzione, 1). — Introduction to educational planning in Italy, followed by a translation of the O.E.C.D. document which was presented at the Washington Conference (1961) on the economic investment policy and the problems of educational development in Europe until 1970 (see IBE Bulletin No. 148). Analysis of the aims of education in Europe for the coming decade and a preliminary study of the nature and purposes of educational planning in the light of the relationships and analogies with and the differences from economic planning. (IBE)

379.50 Educational Planning

GRIFFITHS, V.L. **Educational planning.** London, [etc.], Oxford University Press, 1962. 118 p., tabl., gloss., ind., app. (The New Africa Library). — Among the requirements to be satisfied by any educational planning in Africa are the following: (a) the aims must be clearly understood; (b) they must be supported not only by the public authorities but also by pupils' parents and the teachers; (c) the plans should be drawn up only after careful and thorough study of the nation's needs in regard to education. In the implementation of plans several factors should be taken into account (financial resources, teaching staff, educational research, allotment of priorities). (IBE)

379.50 (81) Educational Planning (Brazil)

LIMA, J. Pinto et al. **Técnicos para o desenvolvimento da agricultura.** [See 378.61 (81)]

379.50 (45) Educational Planning (Italy)

MARTINOLI, Gino. **Tecnica, sviluppo economico, scuola.** [See 370.44 (45)]

379.50 (861) Educational Planning (Colombia)

NIETO CABALLERO, Agustín. **Dineros para la educación.** [See 379.32 (861)]

379.50 (44 + ∞) Educational Planning — 37 N (44) Conferences (France & Various Countries)

PARIS. INSTITUT PÉDAGOGIQUE NATIONAL. **Planification et enseignement.** Cycle de Conférences de l'Institut Pédagogique National, 1962-1963. (Paris), I.P.N., Service d'Edition et de Vente des Publications de l'Education Nationale, 1963. 139 p., fig., tabl. (Mémoires et documents scolaires, Brochure No. 19 MS). — Series of lectures given at the National Pedagogical Institute, Paris, and devoted to an analysis of the nature, aim and importance of educational planning, the latter having been the subject of a recommendation adopted unanimously by the 84 states represented at the XXVth International Conference on Public Education held in Geneva in 1962. The economic, statistical, educational and population aspects of the matter are dealt with at the same time as a picture is given of what has been and is being done in France, Europe and the world. (IBE)

379.50 (92) Educational Planning (Indonesia)

PRAWIRODIHARDJO, Tartib & KRISHNAMURTHY, T. **Community education in Indonesia.** [See 371.08 (92)]

379.50 EDUCATIONAL PLANNING

ROMERO, Fernando. **La educación como agente económico.** [See 370.44]

379.50 (46) EDUCATIONAL PLANNING — 370.44 (46) ECONOMY AND EDUCATION (SPAIN)

SPAIN. MINISTERIO DE EDUCACIÓN NACIONAL & UNESCO. **La educación y el desarrollo economico-social.** Planeamiento integral de la educación. Objectivos de España para 1970. Madrid, (1962). 214 p., tabl., app. (Curso-coloquio sobre planeamiento integral de la educación...). — Study based on the economic situation in Spain in 1961 and on forecasts, up to 1970, of future educational needs and the means of satisfying them. According to an estimate of the financial resources available to the Ministry of Education, it is hoped to be able to provide with schooling by 1970 the whole of the population aged six to fifteen years, 50% of the population aged sixteen to seventeen and 5% of the population aged eighteen to twenty-four (at higher level). The greatest effort to eliminate the discrepancy between the actual situation and the objective aimed at will be required for schooling the population aged sixteen to seventeen, of whom only 9% were attending school in 1961. (IBE)

379.50 (45) EDUCATIONAL PLANNING — 370.44 (45) ECONOMY AND EDUCATION (ITALY)

SVIMEZ (Associazione per lo sviluppo dell'industria nel Mezzogiorno) (Italy). **Mutamenti della struttura professionale e ruolo della scuola.** Previsioni per il prossimo quindicennio. Roma, Giuffré Editore, 1961. VII+100 p., fig., tabl., notes, app. — In 1959 the Italian Ministry of Education instructed the Association for the Development of Southern Italy to make a study of the problems related to employment for the period 1960 to 1975. The specialists engaged in the investigation emphasise that the technical and economic development is at present closely linked to the availability of qualified manpower. They examine not only the structural changes connected with the population, the vocations and education but also such matters as production and leisure. Among the educational measures recommended for raising the level of the working class: renovation in primary education; introduction of further training courses for teachers; adoption of audio-visual media in adult education. (IBE)

379.50 (6) EDUCATIONAL PLANNING (AFRICA)

UNESCO. **The development of higher education in Africa.** [See 378 (6)]

379.50 (∞) EDUCATIONAL PLANNING (VARIOUS COUNTRIES)

UNESCO. **Education and agricultural development.** [See 373.52 (∞)]

379.50 EDUCATIONAL PLANNING

UNESCO. **Elements of educational planning.** Paris, Unesco, cop. 1963. 42 p., app. (Educational studies and documents, No. 45). — Educators who have the task of drawing up new plans for education should take account of the problems raised by economic progress and by changes in social structure. Outline of the matters to be considered in any educational planning so that its contribution to the general development of national economy may be as effective as possible. (IBE)

379.50 (5) EDUCATIONAL PLANNING — 379.61 (5) THE RIGHT TO EDUCATION. COMPULSORY SCHOOLING — 372 (5) PRIMARY EDUCATION (ASIA)

UNESCO. **Meeting of ministers of education of Asian member states participating in the Karachi Plan.** Tokyo, 2-11 April 1962. Final report. Bangkok, Unesco Regional Office for Education in Asia, s.d. 88 p., tabl., app. — The object of the Tokyo meeting was to stimulate and co-ordinate the action of cooperating agencies in the extension of primary and compulsory education in Asia. Examination of the Karachi Plan and of its application in regard to (a) its connection with general educational planning, (b) its connection with general plans for economic and social development. Particulars of the external aid for implementing the plan, of Unesco's contribution during 1963-1964 and of the ways of extending and supplementing the Karachi Plan. Tables showing the requirements of member states. (IBE)

379.50 (54.25) EDUCATIONAL PLANNING (NEPAL)

UPRAITY, Trailokya Nath. **Financing elementary education in Nepal.** [See 379.32 (54.25)]

379.51 (439) SCHOOLS AND THE PUBLIC (HUNGARY)

KOMÁR, Páiné (Ed.). **Mit vár a társadalom az iskolai oktatástól.** [See 375.0 (439)]

379.6 (45) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (ITALY)

BERTONI JOVINE, Dina. **La scuola italiana dal 1870 ai giorni nostri.** [See 37 B (45)]

379.6 (73) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (UNITED STATES)

CONANT, James Bryant. **Slums and suburbs.** [See 370.47 (73)]

379.6 (∞) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (VARIOUS COUNTRIES)

HALSEY, A.H. (Ed.). **Aptitude intellectuelle et éducation.** [See 370.44 (∞)]

379.6 SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW

IMBERCIADORI, Piero. **L'educazione professionale e il movimento operaio.** [See 373.5]

379.6 (44) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (FRANCE)

NATANSON, Jacques & PROST, Antoine. **La révolution scolaire.** [See 371.42 (44)]

379.6 (73) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (UNITED STATES)

SEXTON, Patricia Cayo. **Education and income.** [See 370.47 (73)]

379.6 (43) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (GERMANY)

UHLIG, Gottfried. **Bourgeoisie und Volksschule im Vormärz.** [See 379.81 (43)]

379.6 (73) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (UNITED STATES)

UNITED STATES. OFFICE OF EDUCATION. **Programs for the educationally disadvantaged.** [See 371.96 (73)]

379.61 THE RIGHT TO EDUCATION. COMPULSORY SCHOOLING

BATON, Pierre. **Inadaptés scolaires et enseignement spécial.** [See 371.9 (493)]

379.61 (87) THE RIGHT TO EDUCATION. COMPULSORY SCHOOLING (VENEZUELA)

LEMMO, Angelina. **La educación en Venezuela en 1870.** [See 37 B (87)]

379.61 (∞) THE RIGHT TO EDUCATION. COMPULSORY SCHOOLING — 37 A (∞) EDUCATIONAL SYSTEMS — 370.48 (∞) COMPARATIVE EDUCATION RESEARCH (VARIOUS COUNTRIES)

MAGNINO, Leo. **La scuola dell'obbligo nei vari paesi del mondo.** Brescia, "La Scuola" Editrice, (cop. 1961). 102 p., tabl. — Comparative study (static and dynamic) of compulsory schooling in several European countries, the U.S.S.R., the United States, Asia and Latin America. The development of school education and of its different levels is considered in the case of each country or each ethnic group. (IBE)

379.61 (5) THE RIGHT TO EDUCATION. COMPULSORY SCHOOLING (ASIA)

UNESCO. **Meeting of ministers of education of Asian member states participating in the Karachi Plan.** [See 379.50 (5)]

379.63 (81) SCHOOL ATTENDANCE (BRAZIL)

BRAZIL. MINISTÉRIO DE EDUCAÇÃO E CULTURA. Serviço de Estatística da Educação e Cultura. **Comentários sôbre o ensino primário.** [See 372.22 (81)]

379.635 (∞) ILLITERACY — 374.1 (∞) FURTHER EDUCATION (VARIOUS COUNTRIES) — 370.48 COMPARATIVE EDUCATION RESEARCH

**Literacy and education for adults.** Research in Comparative Education. Geneva, International Bureau of Education & Paris, Unesco, (cop. 1964). LXVII+179 p. (Publication No. 266). — This comparative study was carried out on the basis of 88 replies which different countries furnished for a double inquiry covering both literacy education and primary and secondary education for adults. Often included in a general programme of education or of economic and social development, literacy education may be dealt with at national, regional or local level and the costs shared. An important role is played by public opinion and private effort particularly in mitigating the effects of the teacher shortage and in convincing illiterates of the advantages offered by education. There is an increasing tendency to go beyond the teaching of basic knowledge and to adapt the instructional methods and material to adult mentality and the local environment. It is only natural that the endeavour to retain and improve the acquired knowledge should lead to the possibility of providing adults with opportunities of normalising their education by study at primary or secondary level for the corresponding certificates. The primary level syllabus for adults is not usually a copy of that for children; made lighter or enriched, it is often more practical and utilitarian in nature and has an immediate social value. On the other hand the syllabus at secondary level is little or no different from the one for ordinary schools. The education for adults is provided outside the working hours, usually in the evening, and employers are encouraged to grant the necessary facilities. (IBE)

379.635 Illiteracy - 374.8 Courses for the Illiterate

MAZZETTI, Roberto. **Alfabeto e società.** Piccolo discorso per 700 milioni di analfabeti. (Napoli), Istituto editoriale del Mezzogiorno, (1963). 151 p. — Educational, sociological and economic aspects of the problem of illiteracy in today's world. With the support of psychological data and while remaining aware of the difficulties and problems involved in making persons literate, Professor Mazzetti discusses the situation and behaviour of the illiterate person. A method, based on the theories of both Montessori and Decroly, is proposed for leading the adult from the deciphering of letters and figures to learning the rudiments of history, geography, civics, aesthetic and moral education. (IBE)

379.635 (92) Illiteracy (Indonesia)

PRAWIRODIHARDJO, Tartib & KRISHNAMURTHY, T. **Community education in Indonesia.** [See 371.08 (92)]

379.635 (498) Illiteracy (Romania)

ROMANIA. COMMISSION NATIONALE DE LA R.P. ROUMAINE POUR L'UNESCO. **La liquidation de l'analphabétisme dans la République populaire roumaine.** (Bucarest, Entreprise Polygraphique No. 4, 1962). 23 p., fig., tabl., app. — In 1930 the proportion of illiterates in Romania was found to be as high as 62% according to the region. In 1944 the Central Council of Trade-unions organized courses as part of a literacy campaign designed as a palliative measure to meet the urgent need for workers of high quality from the vocational, cultural and artistic point of view. In 1948 the struggle against illiteracy was considered as a state matter and a literacy service was established. The resulting plan for eliminating illiteracy has necessitated a general mobilisation of the population although without resort to any compulsion. The action undertaken is twofold, being on the one hand to make literate all illiterates aged from 13 to 55 years, on the other to bring within the school network all children aged from 7 to 12 years. (IBE)

379.66 (485) Comprehensive Schools — 37 A (485) Educational Systems — 371.42 (485) School Reform (Sweden)

ORRING, Jonas. **Comprehensive school and continuation schools in Sweden.** A summary of the principal recommendations of the 1957 School Commission. Translated by Albert Read. Stockholm, Kungl. Ecklesiastikdepartementet, (1962). 154 p., tabl., bibl., app. — English version, abridged, of a Swedish work published in 1961 by C.E. Fritzes Bokförlag, Stockholm, under the title "Grundskole och fackskolor". Principal recommendations issued by the School Commission in 1961 concerning the school reform which provides for the introduction, in stages during six years as from 1962, of the nine-year compulsory comprehensive school and the more specialised secondary schools. (IBE)

379.66 (485) Comprehensive Schools (Sweden)

SWEDEN. KUNGL. SKOLÖVERSTYRELSEN. **Läroplan för grundskolan.** [See 375.05:372.22 (485)]

### 379.67 (∞) Scholarships — 378.28 (∞) Foreign Students and Professors (Various Countries)

UNESCO. **Study abroad. Etudes à l'étranger. Estudios en el extranjero.** International handbook. Fellowships, scholarships, educational exchange. XV, 1964-1966. (Paris), Unesco, (cop. 1963). 648 p., ind. — This fifteenth edition constitutes a guide to some 130,000 individual opportunities for subsidized international study and travel in 1964 and 1965. The listed scholarships and fellowships are offered by 1,651 donor agencies in 116 states and territories and by 66 international organizations, are available in virtually all fields of learning and research and can be held in almost all parts of the world. (IBE)

### 379.7 (42) School Policy from the Denominational Point of View (United Kingdom)

BEALES, A.C.F. **Education under penalty.** [See 371.452 (42)]

### 379.7 (42) School Policy from the Denominational point of view — 379.4 (42) Relations between the School and the State — 37 B (42) History of Education (United Kingdom/England)

CRUICKSHANK, Marjorie. **Church and state in English education.** 1870 to the present day. London, Macmillan & Co. & New York, St. Martin's Press, 1963. xvi+200 p., tabl., bibl., ind., app. — To understand the English dual system of education involving the Churches and the State it is necessary to go back to the industrial age when the schools were controlled by the Churches. Because of the numbers of needy children roaming the streets, philanthropists opened Sunday schools; later on Lancaster (a Quaker) and then Bell (an Anglican) founded elementary schools in order that such children might receive education. Only as from 1833 did the State make any provision for education. The author traces, within this country's political and social setting, the conflict leading to reforms (1832 and 1867) in the electoral system, under which the people became entitled to vote for the first Education Act, gazetted in 1870. After that the State was to increase the number of undenominational schools and even substitute them for denominational schools but it had also to reach a settlement with the Churches, hitherto the only and *de facto* education authority. Thus the dual system of education became established and it still remains, reflected in bills and enactments, a thorny problem. In 1942 Mr. R.A. Butler was responsible for the drafting of a bill to provide for agreement between the Churches and State and after two years of negotiation this bill was finally passed in 1944. The author concludes by explaining what the Butler Act means, how its provisions are applied and how in 1959 the agreement between the Churches and State was revised. (IBE)

### 379.7 (73) School Policy from the Denominational Point of View — 37 B (73) History of Education (United States)

HEALEY, Robert M. **Jefferson on religion in public education.** New Haven & London, Yale University Press, 1962. xi+294 p., bibl., ind., notes. (Yale Publications in Religion, 3). — In connection with the recent controversy in the United States over the place of religion in public education, an examination of Thomas Jefferson's thought on the question of the separation of church and state is of very current interest. Critical study of this great statesman's ideas and of his concept of the role of education in inculcating moral values. (IBE)

### 379.7 (∞) School Policy from the Denominational Point of View (Various Countries)

LIMITI, Giuliana. **La scuola nelle costituzioni europee.** [See 379.4 (∞)]

### 379.75 (42 + 73) Secular Education — 37 B (42 + 73) History of Education (United Kingdom & United States)

KURDYBACHA, Łukasz. **Z dziejów laicyzacji oświaty.** II. Anglia — Stany Zjednoczone am płn. Warszawa, " Nasza Księgarnia ", 1962. 356 p., ind., notes. (Summaries in Russian and English). — The history as seen by a Polish author of the secularization of the primary school in England and the United States, with a brief survey bearing on the middle ages, puritanism, the influence of Comenius and the movements for separation of Church and school. The facts on secularization itself relate to the 19th and 20th centuries. (IBE)

**379.8 (73) SCHOOL POLICY AND STATE PROBLEMS — 379.32 (73) FINANCING OF EDUCATION (UNITED STATES)**

**BAILEY, Stephen K. et al. Schoolmen and politics.** A study of State aid to education in the Northeast. Syracuse, N.Y., Syracuse University Press, 1962. xv+111 p., tabl., ind. (The Economics and Politics of Public Education, 1). — Report based on a study of political practices in eight north-eastern states of the American federation and showing how education is a very political enterprise in United States life. The authors examine in turn the following matters: historical development of the educational institutions; post-war issues and trends; activity of groups which on the whole favour increased state aid to schools and of those which are opposed to any interference by the state in school affairs; some examples of political and legislative action actually taken during the last few years in regard to schools. It is concluded that the future of public education will be determined not solely by community needs but rather by those who can give political expression to these needs, that is by educators and school administrators who are aware of political problems and have influence in the matter. **(IBE)**

379.8 (45) SCHOOL POLICY AND STATE PROBLEMS (ITALY)

BERTONI JOVINE, Dina. **La scuola italiana dal 1870 ai giorni nostri.** [See 37 B (45)]

379.8 (493) SCHOOL POLICY AND STATE PROBLEMS (BELGIUM)

MALLINSON, Vernon. **Power & politics in Belgian education.** [See 37 B (493)]

379.81 (43) THE SCHOOL AND POLITICS (GERMANY)

BUCHHEIM, Max. **Arbeitsmaterial zur Gegenwartskunde.** [See 377.34 (430.2)]

379.81 (43) THE SCHOOL AND POLITICS (GERMANY)

HELLING, Fritz. **Neue Allgemeinbildung.** [See 373.2 (43+430.2)]

379.81 (51) THE SCHOOL AND POLITICS (CHINESE PEOPLE'S REPUBLIC)

HU, Chang-Tu (Ed.). **Chinese education under communism.** [See 37 A (51)]

379.81 (43) THE SCHOOL AND POLITICS — 37 B (43) HISTORY OF EDUCATION — 372.22 (43) PRIMARY SCHOOLS — 379.6 (43) SCHOOL POLICY FROM THE SOCIAL POINT OF VIEW (GERMANY)

UHLIG, Gottfried. **Bourgeoisie und Volksschule im Vormärz.** Schulpolitische Kämpfe in Westfalen 1838-1848. Berlin, Volk und Wissen Volkseigener Verlag, 1960. 140 p., bibl. (10 p.), notes. (Diskussionsbeiträge zu Fragen der Pädagogik, Band 25). — History and situation of education in Rhineland-Westphalia during the " Vormärz ", a period which preceded the revolution of March, 1948. Consequences of the French occupation and of industrial development. Struggle of teachers for the extension of education to the working classes. Petition presented to the Prussian Minister for Education and Eichhorn Religion. Influence of various persons, among them Harkort, a representative of the middle class. His efforts to reconcile the requirements of capitalism with those of the proletariat. The Association for the German People's School (struggle against feudal reaction and the clergy's paternalism). Positive and negative criticism of the identity of view existing between Harkort, the middle class and the teachers. (IBE)

379.82 (∞) THE SCHOOL AND INTERNATIONAL RELATIONS (VARIOUS COUNTRIES)

**The year book of education 1964. Education and international life.** [See 37 G (∞)]

379.821 (73+∞) STUDIES ABROAD. FOREIGN SCHOOLS (UNITED STATES & VARIOUS COUNTRIES)

HUNNICUTT, Clarence W. (Ed.). **America's emerging role in overseas education.** [See 379.824 (73+∞)]

379.821 (∞) STUDIES ABROAD. FOREIGN SCHOOLS (VARIOUS COUNTRIES)

WILLOT, A. **Langues vivantes et problèmes d'éducation.** [See 375.13]

379.822 (54+73) TEACHER AND PUPIL INTERCHANGES BETWEEN SCHOOLS (INDIA AND UNITED STATES)

DAWES, Norman. **A two-way street.** [See 378.28 (54+73)]

379.822 (∞) TEACHER AND PUPIL INTERCHANGES BETWEEN SCHOOLS (VARIOUS COUNTRIES)

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **Cultural and technical co-operation with countries in process of development.** [See 379.824 (∞)]

379.824 INTERNATIONAL EDUCATIONAL ACTION

GOETZ, Helmut. **Marc-Antoine Jullien de Paris 1775-1848.** [See 37 C]

379.824 (73+∞) INTERNATIONAL EDUCATIONAL ACTION — 379.827 (73) TECHNICAL ASSISTANCE — 379.821 (73+∞) STUDIES ABROAD. FOREIGN SCHOOLS (UNITED STATES & VARIOUS COUNTRIES)

HUNNICUTT, Clarence W. (Ed.). **America's emerging role in overseas education.** (Syracuse), Syracuse University School of Education, 1962. VII+148 p., fig., bibl. — Ten papers presented at Syracuse University in 1962 by American educators who had served in various under-developed areas of the world. The central theme: the programmes under which these countries receive assistance regarded as a social investment; the procedures and content of these programmes with consideration given to the cultural contribution of the countries aided. Of two subsidiary themes, one relates to the particular problems in Asia, Africa and Latin America and to the education of handicapped children, while the other is constituted by the problem of American students studying overseas and that of foreigners who flock to the American " campus ". The return of these latter to their countries of origin creates a need for a guidance programme if benefit is to be derived from their studies. (IBE)

379.824 (∞) INTERNATIONAL EDUCATIONAL ACTION — 379.822 (∞) TEACHER AND PUPIL INTERCHANGES BETWEEN SCHOOLS — 379.827 (∞) TECHNICAL ASSISTANCE (VARIOUS COUNTRIES) — 37 N (∞) INTERNATIONAL CONFERENCES

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **Cultural and technical co-operation with countries in process of development.** Reports of the national associations presented at the 32nd Conference of Delegates, Edinburgh, July 24-27, 1963. Lausanne, I.F.T.A., 1963. 30 p. ron., tabl. — How to arrange cultural and technical cooperation with the developing countries? Such was the subject of the questionnaire sent to the member associations of the I.F.T.A. The replies received (Belgium, England and Scotland, Finland, France, Luxembourg, Netherlands, Yugoslavia) afford a general idea of ways in which such assistance may be provided: bilateral or international cultural cooperation agreements; sending of teachers abroad and the offer of guarantees to them; reception of foreign students and the granting of scholarships; role, relations and influence of teachers' national associations in this field; suggestions regarding other means of assistance, etc. (IBE)

379.824 (∞) INTERNATIONAL EDUCATIONAL ACTION

SCHRÖDER, Carl August. **Die Schulbuchverbesserung durch internationale geistige Zusammenarbeit.** [See 377.382 (∞)]

379.827 (∞) TECHNICAL ASSISTANCE — 371.037 (∞) YOUTH MOVEMENTS — 377.38 (∞) EDUCATION FOR INTERNATIONAL UNDERSTANDING (VARIOUS COUNTRIES)

COUNCIL FOR CULTURAL CO-OPERATION OF THE COUNCIL OF EUROPE. **Youth and development aid.** Proceedings of the Symposium... Strasbourg, 1963. 114 p., tabl., notes, app. (Series III - Out-of-school Education - No. 1). — Proceedings of the symposium organized by the Council of Europe and the Organization for Economic Co-operation and Development on the contribution of young Europeans to technical assistance programmes. Urgent action is found to be necessary if the young in European industrialised nations are to contribute more effectively in satisfying the needs of the developing countries. The young could, in fact, provide the middle-level personnel and operational personnel required by these countries and the shortage of which constitutes one of the major obstacles to economic and social development. Addressed to the member governments of the Council of Europe and of the O.E.C.D. as well as to all the private bodies concerned, the present report contains the two working papers of the symposium, a summary of the discussions, together with the conclusions and recommendations adopted. (IBE)

379.827 (73) TECHNICAL ASSISTANCE (UNITED STATES)

HUNNICUTT, Clarence W. (Ed.). **America's emerging role in overseas education.** [See 379.824 (73+ ∞)]

379.827 (∞) TECHNICAL ASSISTANCE (VARIOUS COUNTRIES)

INTERNATIONAL FEDERATION OF TEACHERS ASSOCIATIONS. **Cultural and technical co-operation with countries in process of development.** [See 379.824 (∞)]

379.83 (73) SCHOOL POLICY AND MINORITIES (UNITED STATES)

CONANT, James Bryant. **Slums and suburbs.** [See 370.47 (73)]

379.9 (931) OFFICIAL DOCUMENTS ON EDUCATIONAL MATTERS (NEW ZEALAND)

**Report of the Commission on Education in New Zealand.** [See 37 A (931)]

379.91 (45) EDUCATIONAL LEGISLATION — 37 B (45) HISTORY OF EDUCATION (ITALY)

CARBONARO, Salvatore. **Problemi attuali di diritto scolastico.** La scuola materna di Stato — L'obbligo scolastico... Firenze, Editrice Universitaria (1962). 265 p., bibl. notes, ind. — Consideration of certain matters connected with educational legislation and which are at present the subject of lively discussion in Italy: (a) nursery school education, its constitutional basis, current trends, financing, the legal status provided for official nursery schools and their teaching staff; (b) underlying theory and the changes in the law governing compulsory education; (c) social service furnished by schools between 1859 and 1958; (d) conditions of primary teachers, comparison with those of other civil servants; (e) legal status of the state university. (IBE)

379.91 (∞) EDUCATIONAL LEGISLATION (VARIOUS COUNTRIES)

LIMITI, Giuliana. **La scuola nelle costituzioni europee.** [See 379.4 (∞)]

379.91 (87) EDUCATIONAL LEGISLATION — 37 B (87) HISTORY OF EDUCATION (VENEZUELA)

MUDARRA, Miguel Angel. **Historia de la legislación escolar contemporanea en Venezuela.** Caracas, Ediciones del Ministerio de Educación, 1962. XVI+331 p., bibl. (Biblioteca Venezolana de Cultura). — Historical study of the legal, doctrinal, administrative and material changes in the Venezuelan educational system. An objective appraisal, supported by documentation, is made of the factors involved in these changes; it shows that an obvious antinomy is ever present between the national situation and the system of law governing education in this country. This antinomy is due to the way in which the educational system or order has many times been established or dismantled by violence regardless of the previous work accomplished. As a result of such changes, often sudden, irregular and arbitrary, there has been lack of gradual "canalisation" and rational policy in the Venezuelan system of education. Starting with a definite goal which respects constructive traditions and integrates them in a dynamic continuity, educational legislation should, by taking into account the country's real situation and its economic planning, manifest less formalism and consequently more functional value in the solution of problems. (IBE)

379.91 (45) EDUCATIONAL LEGISLATION (ITALY)

ROBAUD, Enzo. **Disegno storico della scuola italiana.** [See 37 B (45)]

379.91 (569.4) EDUCATIONAL LEGISLATION — 37 B (569.4) HISTORY OF EDUCATION (ISRAEL)

STANNER, Ruth. **The legal basis of education in Israel.** Including the full text of all legislation dealing with education. Jerusalem, Ministry of Education and Culture, 1963. 252 p. ron., bibl. notes, app. — Legal basis of education in Israel from the founding of the Ottoman empire until the establishment and consolidation of the independent state: (a) pre-mandatory period; (b) British military rule; (c) mandatory regime; (d) from 1948 onwards. In the appendix: text (in an English version) of all legislation which has influenced or which at present governs Israel's education system. The author devotes special attention to the fundamental laws enacted since 1948. The laws and ordinances described here reflect the concern of a democratic society for the development of its intellectual, moral, social and religious resources. (IBE)

379.91:371.1 (43.59) LEGISLATION GOVERNING TEACHERS (LUXEMBOURG)

LUXEMBOURG (Grand Duchy of). MINISTÈRE DE L'ÉDUCATION NATIONALE. **L'enseignement primaire au Grand-Duché de Luxembourg.** [See 379.91:372 (43.59)]

379.91:372 (45) Legislation governing Primary Education (Italy)

IARUSSI SAVINI, Alba. **Elementi di legislazione scolastica.** (Napoli), Istituto editoriale del Mezzogiorno, 1960. 303 p., app. — Work dealing, for primary teachers, with school legislation in Italy. Discussion and texts of the current acts and regulations relating to primary schools (organization; syllabuses, division of the course into stages and classes, etc.); teachers (professional training, status, insurance, leave, etc.); compulsory schooling and the law; school and related services (teaching material, popular education, social welfare, etc.); school administration (organs and their responsibilities, levels of authority). Manner in which the laws are drawn up and how consideration is given to the relationship of schools with the environment, with cultural and publicity media (newspapers, radio, television, etc.), with the country's ways and customs. (IBE)

379.91:372 (43.59) Legislation governing Primary Education — 379.91:371.1 (43.59) Legislation governing Teachers (Luxembourg)

LUXEMBOURG (Grand Duchy of). MINISTÈRE DE L'ÉDUCATION NATIONALE. **L'enseignement primaire au Grand-Duché de Luxembourg.** Recueil de législation scolaire. Publié par Roger Beyser. Luxembourg, Imprimerie Saint-Paul, (1963). xliv+755 p., fig., tabl., ind., chronol. tabl. — Collected texts of current enactments, regulations and administrative clauses, in addition to some texts of historical interest, relating to primary education. I. Acts, decrees, etc. dealing with primary education itself, with the teachers' conditions, etc. II. Texts relating to upper primary education. III. Regulations governing the teaching of handicrafts and home economics. IV. Clauses concerning the education of blind, deaf-and-dumb or backward children. V. The 1843, 1881 and 1898 laws on public education; chronological table of important dates in the history of primary education in Luxembourg. The volume can be kept up to date by means of additional leaves which will be published as and when required. (IBE)

379.91:372 (45) Legislation governing Primary Education — 371.15 (45) Teacher Status — 379 (45) School Administration (Italy)

PARDO, Carlo Velio di & GRAVINA, Antonio. **L'ordinamento giuridico della istruzione elementare.** Con elementi di diritto pubblico. Compendio - Testi di legge - Prontuari. Milano, Dott. A. Giuffrè editore, 1962. 827 p., tabl., notes bibl., ind., app. (Biblioteca della Rivista giuridica della scuola, 1). — Collection of enactments and other official provisions relating to the organization of primary education in Italy. Arranged systematically, they give an over-all picture of the relationship between school and state without omitting any details of the very complex administration. Several chapters are devoted to the situation and status of school inspectors and teachers whether the latter be holders of officially recognised qualifications or not. Scales and statistical tables for fixing of salaries and various allocations. Chronological index and analytical index for easy reference to the book. (IBE)

379.91:374.7 (485) Educational Legislation on People's Universities (Sweden)

MOCKRAUER, Franz. **Die schwedische Erwachsenenbildung und der Staat.** [See 374 (485)]

379.91:379.32 (45) Legislation on the Financing of Education (Italy)

CODIGNOLA, Tristano. **Nascita e morte di un piano.** [See 379.50 (45)]

379.91:379.6 (46) Legislation and School Policy from the Social Point of View (Spain)

SPAIN. MINISTERIO DE EDUCACIÓN NACIONAL — Secretaria general tecnica — Sección de publicaciones. Protección y seguridad escolar. Madrid, 1961. 210 p., ind. (Cuadernos de legislación, 9). — Collection of Spanish legislative texts showing precise details in regard to the protection, aid and social welfare provided by the Ministry of National Education for Spanish pupils and students. (IBE)

379.91:379.7 (71) Educational Legislation and School Policy from the Denominational Point of View (Canada)

CARTER, Francis G. (Ed.). **Judicial decisions on denominational schools.** Toronto, Ontario Separate School Trustees' Association, 1962. xvi+373 p., tabl., ind. — The decisions, relating to denominational schools in Canada (particularly in the province of Ontario), concern the validity or interpretation of school legislation governing such schools. The cases in which the decisions were given are arranged under three headings: I. Constitutional guarantees to denominational schools; II. Protestant and coloured separate schools; III. Roman Catholic separate schools. (IBE)

379.94 (73) REPORTS OF ADMINISTRATIVE DEPARTMENTS — 375.05 (73) SYLLABUSES (UNITED STATES)

HUGGARD, Ethel F. (Ed.). **What we teach.** A review of curriculum developments, 1960-1961. New York, Board of Education, 1961. 123 p., fig., bibl., app. (Annual report of the superintendent of schools, City of New York). — Report relating to different aspects of education and to progress achieved during 1960-1961 in the teaching of subjects included in elementary and secondary school curricula. (IBE)

379.96 (81) EDUCATIONAL STATISTICS (BRAZIL)

BRAZIL. MINISTÉRIO DA EDUCAÇÃO E CULTURA. Serviço de Estatística da Educação e Cultura. **Comentários sôbre o ensino primário.** [See 372.22 (81)]

379.96 (430.2) EDUCATIONAL STATISTICS (FEDERAL REPUBLIC OF GERMANY)

GERMANY (Federal Republic of). STÄNDIGE KONFERENZ DER KULTURMINISTER DER LÄNDER IN DER BUNDESREPUBLIK DEUTSCHLAND. **Bedarfsfeststellung, 1961 bis 1970.** [See 379.50 (430.2)]

379.96 (73) EDUCATIONAL STATISTICS (UNITED STATES)

HASWELL, Harold A. **Higher education in the United States.** [See 378 (73)]

379.96 (54) EDUCATIONAL STATISTICS (INDIA)

MISRA, Atmanand. **Educational finance in India.** [See 379.32 (54)]

379.96 (∞) EDUCATIONAL STATISTICS (VARIOUS COUNTRIES)

UNESCO. **Pre-school education.** [See 372.21 (∞)]

379.96 (∞) EDUCATIONAL STATISTICS (VARIOUS COUNTRIES)

**World survey of education. III. Secondary education.** [See 37 A (∞)]

# RELATED TOPICS

1 PHILOSOPHY

CASOTTI, Mario. **L'arte e l'educazione all'arte.** [See 377.4]

131 PSYCHOANALYSIS

COLLETTE, Albert. **Introduction à la psychologie dynamique.** Des théories psychanalytiques à la psychologie moderne. Bruxelles, Université Libre de Bruxelles, Institut de Sociologie, (cop. 1963). 267 p., bibl. (Collection de sociologie générale et philosophie sociale). — Introduction to the principles of dynamic psychology according to the conceptions of Freud, Jung and Adler. Description of the development of personality and definitions of its agencies (the " it ", the super-ego, the ego). Discussion concerning the motives and the mechanism of the ego's defence. Analysis of conflicts (frustration, aggressiveness, anxiety) and of complexes (in the child and in the adolescent). (IBE)

131 PSYCHOANALYSIS

ENGEL, George L. **Psychological development in health and disease.** [See 15]

131 PSYCHOANALYSIS — 377.91 MEDICO-PSYCHOLOGICAL AND EDUCATIONAL AID — 370.46 EDUCATIONAL PSYCHOLOGY

JUNG, C.G. **Psychologie et éducation.** Traduit de l'allemand par Yves Le Lay et al. Paris, Buchet/Chastel, (cop. 1963). 266 p., notes, ind. (Ouvrages de C.G. Jung publiés sous la direction du Dr. Roland Cahen). — French translation of the work published in German under the title "Psychologie und Erziehung" in 1946 by Rascher, Zürich. (See IBE Bulletin No. 79). (IBE)

136.7 Child and Adolescent Psychology

ASSOCIATION CATHOLIQUE INTERNATIONALE POUR LA RADIODIFFUSION ET LA TÉLÉVISION. **TV: Code et commentaire à l'usage des éducateurs.** [See 371.864]

136.7 Child and Adolescent Psychology

BABIN, P. (Sous la direction de). **Dieu et l'adolescent.** [See 377.1]

136.7 Child and Adolescent Psychology

BAGOT, J.-P. et al. **Les 12-14 ans, un âge charnière.** [See 376.6]

136.7 Child and Adolescent Psychology

BECK, Ludwig Maria. **" Antworte, bitte, gleich ".** [See 377.9]

136.7 Child and Adolescent Psychology — 376.7 (43) Adolescence (Germany)

BORK, Arnold. **Praktische Jugendpsychologie für Lehrer und Eltern.** (Deutsche Jugend seit 1900). Ratingen (Rhld.), A. Henn Verlag, (cop. 1962). 216 p., bibl. notes. — Comparative examination of the behaviour of young people respectively during the period from 1900 until the first world war, during the period intervening before and that following the second war. The years 1933 to 1945 and the present emergence of a new mentality. (In the appendix the years 1950 to 1960). Practical advice to young educators and to parents on how to understand the adolescent; the inner and general behaviour manifested by youth of all times; the mentality of a period (Greek ephebus, mediaeval knight, 19th century middle class); superficial behaviour (fashion) depending on which a discussion is possible. From his experience the author casts doubts upon the effectiveness of employing tests and statistics to acquire a deep understanding of today's youth. (IBE)

136.7 Child and Adolescent Psychology

BOSKIS, R.M. **Gluhie i slabošlyšaščie deti.** [See 371.912]

136.7 Child and Adolescent Psychology

BOURJADE, Jean. **Etudes de psychologie de l'enfant.** Paris, Société d'Edition "Les Belles Lettres", 1962. 232 p. (Bibliothèque de la Faculté des Lettres de Lyon, Fascicule VII). — Studies dealing with the changes which occur in the structure of the child's mind with age, social adjustment, etc. I. Structure of the child's mind: analysis of syncretic thinking and sub-rational thinking. II. Child egocentricity, defined as "the symmetrical opposite of reflective thinking", in its moral and intellectual aspects. III. Beginnings of logical thinking in the child: (1) The concept of beginnings and the prospect of interpretation in relation to fundamental systems of reference; (2) the beginnings of practical thinking and the building up of substructures; (3) the beginnings of rational speculative thinking and the building up of superstructures. IV. Review of child psychology in its present state. (IBE)

136.7 Child and Adolescent Psychology — 377.2 Moral Education

BOVET, Pierre. **L'instinct combatif.** Problèmes de psychologie et d'éducation. 3e éd. rev. et compl. Neuchâtel & Paris, Delachaux & Niestlé, (cop. 1961). 245 p., notes bibl., ind. (Actualités pédagogiques et psychologiques). — New edition of a work, originally published during the first world war, dealing with various manifestations of the combative instinct. Experience during each of the intervening years has only emphasised the timeliness of the comments which the first head of the J. J. Rousseau Institute made on children's combativeness and on the necessity of refining this deeply human instinct in the interest of education for peace. (IBE)

136.7 Child and Adolescent Psychology

CHALONER, Len. **Feeling and perception in young children.** (London), Tavistock Publications, (1963). IX+110 p., bibl., ind. — The development of feelings and attitudes in the child is discussed in relation to his perception of the outside world (beings, objects, events, etc.), his satisfaction of daily needs (feeding, sleeping, etc.) and his capacity for play, speech and social behaviour. The young child's attitude to different events (birth, death, pain); his growing awareness of himself; the development of his independence. In order to ensure normal emotional development it must be borne in mind that his ability to express and communicate certain less apparent feelings and sensations develops only gradually with the coordination of muscular and nervous functions. (IBE)

136.7 Child and Adolescent Psychology

CHATEAU, Jean. **Il fanciullo e il giuoco.** [See 371.303]

136.7 Child and Adolescent Psychology — 371.02 Education at Home

CHOLETTE-PÉRUSSE, Françoise. **Psychologie de l'enfant.** (De 0 à 10 ans). Montréal, Les Editions du Jour, (cop. 1963). 181 p. — Talks broadcast by Radio Canada on children's emotional and intellectual development and arranged here as a systematic discussion for the benefit of parents and educators. Account in language not too technical of the stages in this development according to age level and to sex. Role which at critical stages the parents are required to play: in sex education and control of aggressiveness; understanding the child when he begins school; his social training and adjustment to school life; shortcomings; rivalry between brother and sister, etc. (IBE)

136.7 Child and Adolescent Psychology

COETSIER, L. & LAGAE, C. **Frustratie-studie.** [See 371.266]

136.7 Child and Adolescent Psychology

COMBALUZIER, Carlos [Charles]. **El niño aislado y el hijo único.** Ensayo de sico-pedagogía. Traducción del Profesor Don Antonio Alvarez de Linera. Madrid, Ediciones Studium, (1960). 129 p., bibl., notes. (Colección "Hogar y escuela"). — Spanish translation of the French work published in 1955 by Editions P. Lethielleux, Paris, under the title "L'enfant seul. Essai de psycho-pédagogie". (See IBE Bulletin No. 115). (IBE)

136.7 Child and Adolescent Psychology

DUFOYER, Pierre. **Wenn die Seele deines Kindes erwacht...** [See 371.02]

136.7 Child and Adolescent Psychology — 376.5 Early Childhood

EHRLE, Clara Maria. **Das geistige Erwachen des Kindes.** Aufgaben der Erziehung in den kindlichen Entwicklungsphasen. Freiburg i.B., [etc.], Herder, (1963). 136 p., bibl., ind., notes. — Discussion of the child's mental awakening (emotional and intellectual) and of the part to be played by the educator, particularly the mother, from the moment of birth and during the first ten years. Educational influence (presence, contact, security) is decisive during early childhood at times of first mental contacts, motor activity, language efforts, first consciousness of others, the beginning of school. The shaping of the child's personality is largely determined by his environment. On the attention paid to the phases (rate of growth, then of adjustment) depends the child's later behaviour. (IBE)

136.7 Child and Adolescent Psychology — 376.7 Adolescence

ELL, Ernst. **Die Jugendlichen in der seelischen Pubertät.** Freiburg i. B., Lambertus-Verlag, 1963. 186 p., fig., bibl. (Praxis der Jugendhilfe, 7). — This essay on psychic puberty (sequel to one on physical puberty) deals with the soul and with the stages in the development of the "ego" ("*Ich-selbst*"). Following the procedure of logical analysis (subject — attribute — object), the author considers successively: (1) the soul, subject of psychic actions and reactions and the changes it undergoes during puberty; this is the discovery of the individuality, birth of the "spiritual ego" dissociated from the "physical ego"; (2) the three essential conditions (sensitivity, knowledge, will) in order to clarify, with reference to childhood, the behaviour of the "*Ich-selbst*" of which the specific faculties are emotion, cognition and volition; (3) "*Ich-selbst*" and its universe, i.e. the outside objects considered by the "ego", which it uses its faculties to attain. It is not a "universe in itself" but rather a "universe for myself" or perhaps too the image of a universe as conceived at the moment by the "*Ich-selbst*". (IBE)

136.7 Child and Adolescent Psychology — 376.7 Adolescence

ELL, Ernst. **Junge und Mädchen in der leiblichen Pubertät.** Freiburg i. B., Lambertus-Verlag, 1962. 150 p., tabl., bibl. (Praxis der Jugendhilfe, 6). — Puberty passes first of all through a phase of physical, bodily development leading to a psychic phase which it conditions. This first phase is characterized by an " incompleteness " in all fields, which raises great problems for the educator. It has to be lived entirely as preparation for a future in which many of these problems will solve themselves of their own accord. The bodily phenomena experienced by the adolescent lead him to sexual consciousness, relationships with those around him and eventually to a spiritual life. " Physical puberty " is thus a period worth considering on its own account and not merely as a transition between two states of existence. From this observation emerges the importance of the psychological and educational aspects of this period of evolution. (IBE)

136.7 Child and Adolescent Psychology

GARRY, Ralph; RAINSBERRY, F.B. & WINICK, Charles (Ed.). **For the young viewer.** [See 371.864 (73)]

136.7 Child and Adolescent Psychology

HEYMANN, Karl (Hrsg.). **Fernsehen der Kinder.** [See 621.388]

136.7 Child and Adolescent Psychology

HUTH, Albert. **Kontrollpunkte im menschlichen Reifen.** [See 370.46]

136.7 Child and Adolescent Psychology

IGNAT'EV, E.I. **Psihologija izobrazit'noj dejatel'nosti detej.** [See 375.72]

136.7 Child and Adolescent Psychology

ISAACS, Susan. **Lo sviluppo intellettuale.** Nei bambini al di sotto degli otto anni. Traduzione di M. Gabrieli; E. Zallone & G. Tagliazucchi. [Firenze], La Nuova Italia, (1961). xvi+479 p., notes. (Problemi di Psicologia, 2). — Italian translation of the book " Intellectual growth in young children " published in 1930 by George Routledge & Sons, London. (See IBE Bulletin No. 18). (IBE)

136.7 Child and Adolescent Psychology

JACOB, Evariste-C., Fr. **Le cinéma et l'adolescent.** [See 778.53]

136.7 Child and Adolescent Psychology

KAGAN, Jerome & MOSS, Howard A. **Birth to maturity.** A study in psychological development. New York and London, John Wiley and Sons, (1962). xiii+381 p., tabl., bibl., ind., app. — Investigation which several members of the Fels Research Institute carried out concerning the behaviour of children from birth until the age of fourteen years. The observations were made during a period of over thirty years by means of home visits as well as at schools and at holiday camps and by the administration of psychological tests to children. Specific data was thus obtained as to the child's already fixed pattern of behaviour and which is again found in him as adult (passivity or aggression, dependency or independence, interaction of parents, friends, the social environment, maternal practices, etc.). (IBE)

136.7 Child and Adolescent Psychology — 376.5 Early Childhood

LJUBLINSKAJA, A.A. **Besedy s vospitatelem o razvitii rebënka.** Moskva, Gosudarstvennoe učebno-pedagogičeskoe izdatel'stvo Ministerstva prosveščenija RSFSR, 1962. 279 p., fig., notes. — These " Talks with an Educator about the Child's Development " are concerned with the development of the child's personality from birth until when he begins his compulsory education as well as with the role which adults play in influencing his activity and psychic state. Features of child development after the age of three years: perception of objects; nature of memory; enrichment of language; manifestations of thinking; acquiring of habits; distinctions made between games; occupations requiring a mental effort, etc. In the author's view the most favourable conditions for laying the early foundations of moral and aesthetic education are to be sought in collective activity and hence the importance of showing the pleasure to be derived from cleanliness, order, good manners, etc. Later on will come education for intellectual activity (curiosity, pleasure in knowing, joy in recognising, etc.). The great diversity in temperaments and abilities demands of the educator many different types of approach prompted by and suited to the child's spontaneous attitudes. (IBE)

136.7 Child and Adolescent Psychology

LONDON. UNIVERSITY. INSTITUTE OF EDUCATION. **First years in school.** [See 370.46]

136.7 Child and Adolescent Psychology

MALEWSKA, Hanna E. & MUSZYŃSKI, Heliodor. **Kłamstwo dzieci.** [See 377.24]

136.7 Child and Adolescent Psychology

MAUCO, Georges. **L'éducation affective et caractérielle de l'enfant.** [See 377.21]

136.7 Child and Adolescent Psychology

REY-HERME, Alexandre et al. **" La adolescencia "...** ¿edad ingrata? [See 376.7]

136.7 Child and Adolescent Psychology — 370 Theory of Education — 371.452 Catholic Education

REY-HERME, P.A. **L'enfant et son devenir.** Tome I: **Développement psychologique.** 6e éd. Tome II: **Orientation pédagogique.** 4e éd. Paris, Ed. Téqui, 1962 & 1953. 138 p. & 142 p., app. — Summary of the principal laws governing the human being's unfoldment as well as of the major stages during which it takes place (see review of Tome I, first edition, in the IBE Bulletin No. 103). The author's concept of education; nature of the human being to be educated; question of " educational environments ". Practical conclusions and some considerations concerning aspects of education from the Catholic point of view. (IBE)

136.7 Child and Adolescent Psychology

RÖSSNER, Lutz. **Jugend im Erziehungsbereich des Tanzes.** [See 376.7]

136.7 Child and Adolescent Psychology

SNIJDERS-OOMEN, N. **Kleine kinderen worden groot.** Kinderpsychologie voor opvoeders. 8th ed. rev. 'S-Hertogenbosch, L.C.G. Malmberg, 1960. 171 p., fig., pl., bibl., ind. — Psychological facts concerning the different phases in the child's development from birth until puberty and specially during the first primary school years. Both mother and practicioner, Doctor Snijders describes also the educational methods and psychological tests applicable in the case of normal children and pathological cases. (IBE)

136.7 Child and Adolescent Psychology

SOLOV'EV, I.M. (Ed.). **O psihičeskom razvitii gluhih i normal'no slyšaščih detej.** [See 371.912]

136.7 Child and Adolescent Psychology — 371.02 Education at Home

SPIONEK, Halina. **Psychologia wychowawcza dla rodziców.** (Lata 0-7). 2nd ed. Państwowe zakłady wydawnictw szkolnych, 1962. 132 p., fig., bibl., notes. — Practical advice in regard to child psychology (period 0 to 7 years of age) for the benefit of parents. Description of psychic development in young children and of the influences which are exerted unbeknown to adults. Discussion concerning the development of memory, imagination and will. Role of the different types of games. Advice on how to prepare children for school life, etc. (IBE)

136.7 Child and Adolescent Psychology

SPIONEK, Halina. **Rozwój i wychowanie malego dziecka.** [See 376.5]

136.7 Child and Adolescent Psychology

STELLWAG, H.W.F. **Moeilijkheden bij de opvoeding.** [See 371.02]

136.7 Child and Adolescent Psychology

TRAPP, E. Philip & HIMMELSTEIN, Philip (Ed.). **Readings on the exceptional child.** [See 371.90]

136.7 Child and Adolescent Psychology — 377.31 Intergroup Education

UNESCO. YOUTH INSTITUTE. **La prévention du préjugé.** Réunion d'experts, 27 février - 3 mars 1961. Rapport. Gauting-Munich, Institut pour la jeunesse, 1961. 30 p., ron. (Publication No. 9). — Report on the meeting of experts which was held to study the question of prejudice in children and adolescents. Psychological and sociological aspects of the forming of attitudes; the child and society; education and intergroup relations. (IBE)

136.7 Child and Adolescent Psychology

ZOSIMOVSKIJ, A.V. **Vospitanie obščestvennoj aktivnosti škol'nikov-podrostkov.** [See 377.3]

136.7 Child and Adolescent Psychology

ZULLIGER, Hans. **Kinderfehler im Frühalter.** [See 376.5]

137 Character Study

ALLERS, Rudolf. **Psicologia e pedagogia del carattere.** [See 377.21]

137 Character Study — 137.7 Graphology

CAILLE, Emilio. **Caratteri e scritture.** Traduzione di Filippo Palieri. (Torino), Società editrice internazionale, (1961). xii+209 p., fig., tabl., bibl., app. (47 p.). (Psicologia e vita, Collana di psicologia applicata ai problemi educativi, 34). — Italian translation of the work originally published in French under the title "Caractères et écritures" by Presses Universitaires de France, Paris, in 1947. (IBE)

137 Character Study

REYKOWSKI, J. & TYBOROWSKA, K. **Człowiek w świetie psychologii.** Warszawa, " Nasza Księgarnia ", 1962. 199 p., fig., bibl., notes. (Biblioteka kwartalnika " Psychologia wychowawcza "). — A few psychological problems presented and developed as questions of everyday life: Does man have instincts? What is strength of character?, etc. The answers are based on recent psychological data but in language devoid of technical terms which is more appropriate for the general public. (IBE)

137 Character Study

VERDIER, Roger. **La caratterologia e la conoscenza del giovane studente.** [See 371.266]

137.7 Graphology

CAILLE, Emilio. **Caratteri e scritture.** [See 137]

137.7 Graphology

HARTKE, Friedrich. **Die Seele des Kindes in Zeichnung und Schrift.** [See 371.264]

15 Psychology — 616.89 Psychiatry — 131 Psychoanalysis

ENGEL, George L. **Psychological development in health and disease.** Philadelphia and London, W.B. Saunders Co., 1962. xxxi+435 p., bibl., ind. — Discussion of the various psychological problems and factors connected with health and disease. In the author's view there is no duality between the so-called " psychiatric " diseases and the organic diseases as far as their clinical manifestation or their causes are concerned. Need for attention to be directed to the patient and not only to the disease. However important be the role of the researcher the clinical worker must not undervalue the opportunity which in his daily observations he has of contributing to an understanding of the human being whether the latter's state be one of health or illness. (IBE)

15 Psychology

GERÉB, György. **Pszichológiai atlasz.** Harmadik, bóvitett kiadás. Budapest, Tankönyvkiadó, 1961. 222 p., fig. (German summary). — Collected articles, diagrams, etc. illustrating the bases of psychology and intended for university students of the subject. The illustrations relate to (a) basic concepts concerning the nervous system, (b) essential components of the sense organs, (c) an outline of the main experimental means and procedures, (d) a short account of the symptoms which characterise various anomalies, (e) artistic reproductions illustrating external manifestations of emotional phenomena such as mimicking, pantomime, etc., together with some written material on child psychology. (IBE)

15 PSYCHOLOGY

HEINONEN, Veikko. **Differentiation of primary mental abilities.** [See 371.265]

15 PSYCHOLOGY

KREUTZ, Mieczysław. **Metody współczesnej psychologii.** Warszawa, Państwowe zakłady wydawnictw szkolnych, 1962. 452 p., fig., tabl., ind. — Critical study of contemporary psychological methods, classified, according to the author, as " introspective " and " indirect ". The latter comprise various techniques of observation, including tests, which receive considerable attention. (IBE)

15 PSYCHOLOGY — 370.46 EDUCATIONAL PSYCHOLOGY

LEVITOV, N. D. & KRUTECKIJ, V. A. (Ed.). **Sposobnosti i interesy.** Moskva, Izdatel'stvo Akademii pedagogičeskih nauk RSFSR, 1962. 307 p., fig., tabl., bibl., notes. (Institute of Psychology). — Results of research which, on the psychology of abilities, was carried out by the laboratory of personality psychology at the Moscow Institute of Psychology. The work was based on the hypothesis that individual abilities are psychological peculiarities formed and expressed in practical activities but not existing apart from these. Characteristics of mathematical and literary abilities; role of spatial representations in the development of technical abilities; problem of compensations in psychology. Analysis of teaching ability and study of the interest shown by eighth-grade pupils in educational and vocational questions. (IBE)

15 PSYCHOLOGY

PRADINES, Maurice. **Tratado de psicología general.** 3 vol. Tomo primero: **El psiquismo elemental.** Tomo segundo: **El genio humano, I. sus obras, II. sus instrumentos.** Traducción de Nelly A. Fortuny y Elba B. Roggeri. Buenos Aires, Editorial Kapelusz, (cop. 1962 & 1963). xxxix+566 p., xv+462 p. & xi+308 p., bibl., notes. (Colección universitaria, Serie: Filosofía y Ciencias Sociales). — Spanish translation of the three volumes of "Traité de psychologie générale" (3rd ed.) published in French by Presses Universitaires de France, Paris, in 1946, 1948 and 1956. (IBE)

15 PSYCHOLOGY

WITWICKI, Władisław. **Psychologia.** Tom I. Warszawa, Państwowe wydawnictwo naukowe, 1962. 420 p., fig., tabl., bibl. — Psychology course given at the University of Warsaw in 1924-1925. Critical account of the rudiments of this discipline and description of psychological research methods. (IBE)

152 PERCEPTION, SENSATION

MIERKE, Karl. **Konzentrationsfähigkeit und Konzentrationsschwäche.** [See 370.46]

153 INTELLIGENCE, REASON, UNDERSTANDING

DEWEY, John. **Come pensiamo.** [See 371.305]

153 INTELLIGENCE, REASON, UNDERSTANDING

DONALDSON, Margaret. **A study of children's thinking.** [See 371.265]

155 IMAGINATION — 370 THEORY OF EDUCATION

RUGG, Harold. **Imagination.** With a foreword and editorial comments by Kenneth D. Benne. New York, [etc.] Harper & Row, Publishers, (1963). xxii+361 p., bibl. notes, ind. — This posthumous work is a synthesis of the author's thought evolved during thirty years' teaching experience as professor of education at Teachers College, Columbia University (New York). Allying to a vast culture his unceasingly alert philosophical thinking, he turned to psychology, sociology and aesthetics in formulating a theory of education based on the creative process. What is the nature of the " flash of insight " which brings a sudden grasp of new dimensions? How can this creative power be released? It does not consist in mere logical thought but in a state of receptivity which is on the borderline of the conscious and the unconscious. The analysis of the complex process involved in the creative imagination and the search for means of fostering it constitute the core of this study which embraces all aspects of the human personality. (IBE)

158.1 PSYCHO-TECHNICS

GERÉB, György. **Kísérletek a fáradtság lélektanának Köréből.** [See 371.249]

158.1 PSYCHO-TECHNICS

PASQUASY, R. **Une méthode de contrôle en orientation scolaire et professionnelle.** [See 377.922]

17 ETHICS

BAUSOLA, Adriano. **L'etica di John Dewey.** [See 37 C]

301 SOCIOLOGY

MICHARD, H. et al. **La délinquance des jeunes en groupe.** [See 371.93]

347.633 ADOPTION — 371.94 SOCIALLY HANDICAPPED

CLÉMENT, Marilène et al. **L'adoption.** [Paris & Tournai], Casterman, 1963. 153 p., tabl., bibl., app. (" Toute la question "). — Answers which a sociologist, a historian, an adoptive mother and a psychologist give to questions raised by the problem of adoption. Historical outline of the question of orphans and abandoned children from ancient times until the present era in France; legislation on adoption; steps to be taken; guarantees offered to the adopting parties and the adopted; the child's reactions and education in his new family; advice of a psychological and practical kind to adoptive parents, etc. (IBE)

362 (45) SOCIAL AGENCIES. SOCIAL WELFARE (ITALY)

GIGLIO, Abigaille. **Linee di pedagogia sociale.** [See 370]

362.7 (430.2) CHILD WELFARE — 778.53 (430.2) CINEMA — 621.388 (430.2) TELEVISION (FEDERAL REPUBLIC OF GERMANY)

KALB, Werner. **Der Jugendschutz bei Film und Fernsehen.** Probleme, Geschichte, Praxis. Berlin, Hermann Luchterhand Verlag, (1962). XXVII+367 p., bibl. notes, ind. (Jugend im Blickpunkt). — Rights and duties of parents and of the state as regards the protection of the young against certain films and television broadcasts. All of the texts reproduced here are based on the law relating to child and youth welfare. Next follows an account retracing, from 1920 to the present, the protection provided in this connection by the Federal Republic of Germany. Subsequent chapters deal with (a) problems connected with the influence of films and its consequences, (b) various measures taken in such countries as Switzerland, England and the United States, (c) the principles on which the examination and censorship of films is based, (d) critical appraisal of films by the press, etc. (IBE)

612.821 EXPERIMENTAL PSYCHOLOGY

DEBOT-SEVRIN, M.-R. **Etude du sens du regard.** Liège, Vaillant-Carmanne, 1962. 76 p., fig., pl., tabl., bibl. (Centre national de Recherches de Psychotechnique scolaire (Psychologie appliquée à l'éducation), Document No. 11). — Starting from the hypothesis that there may exist a visual clumsiness which could have repercussions on the efficiency of the child's work in school, the author studies the significance of the child's look. Technical account of the research, presentation of diascope photographs (one - second exposures) and analysis of results obtained with children 5 to 9 years of age. From these results the following conclusions may be drawn: there does not exist a significance of the look depending on constitution; the look centres initially on the middle of a graphic complex extending horizontally and then developing progressively towards the left extremity; the non-preferred eye fulfills a passive function but the lateralization of the eye does not affect the child's visual behaviour. (IBE)

613.86 MENTAL HYGIENE

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613.95 Child Care

NEWSON, John & NEWSON, Elizabeth. **Infant care in an urban community.** [See 371.02]

615.851 Psychotherapy — 616.89 Psychiatry

DES LAURIERS, Austin M. **The experience of reality in childhood schizophrenia.** (London), Tavistock Publications, (1962). 215 p., bibl. (13 p.), ind. — Theoretical considerations on childhood schizophrenia and its psycho-pathological treatment, as well as an account of personal research, show how the author (a psychiatrist) devised his own therapeutic method for encountering schizophrenic children, helping to bring them out of their profound state of withdrawal and preparing them for contact with reality. This method, by which young adolescents were successfully treated over a period of four years, is described in its clinical applications. (The entire research project was supported by the National Institute for Mental Health.) (IBE)

616.89 Psychiatry

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621.388 Television

ASSOCIATION CATHOLIQUE INTERNATIONALE POUR LA RADIODIFFUSION ET LA TÉLÉVISION. **TV: Code et commentaire à l'usage des éducateurs.** [See 371.864]

621.388 (94) Television — 376.7 (94) Adolescence — 37 P (94) Research and Inquiries (Australia)

CAMPBELL, W.J. **Television and the Australian adolescent.** A Sydney survey. (Sydney, [etc.]), Angus and Robertson, (1962). 151 p., tabl., ind., app. — Report of a survey which, at the request of the Australian Broadcasting Control Board and by means of a grant from the board, was undertaken by Sydney University on the sociological and other effects of television on teenagers. A study was made not only of the effects in particular on young viewers' leisure activities, family relations, neighbourhood relations and ego-ideals but also of the educational implications of television. (IBE)

621.388 (73) Television (United States)

GARRY, Ralph; RAINSBERRY, F.B. & WINICK, Charles (Ed.). **For the young viewer.** [See 371.864 (73)]

621.388 Television — 371.864 Entertainments for the Young — 371.368 Educational Television — 136.7 Child and Adolescent Psychology

HEYMANN, Karl (Hrsg.). **Fernsehen der Kinder.** Basel & New York, S. Karger, 1962. 89 p., fig., bibl. (Psychologische Praxis, Schriftenreihe für Erziehung und Jugendpflege, Heft 33). — Evaluation of the positive and negative effects of television on the psychic development and the education of children. The authors (Swiss and German doctors, physicians, educators, sociologists, etc.) stress the influence exercised on young people's development and behaviour by the increased " technical nature " of their surroundings and the introduction, almost everywhere, of the television set into family life. Analysis of programmes, their influence on the child's eyesight, their rôle from the educational point of view, the disturbing effect of the " T.V. phenomenon " on the mental faculties, etc. (IBE)

621.388 (430.2) TELEVISION (FEDERAL REPUBLIC OF GERMANY)

KALB, Werner. **Der Jugendschutz bei Film und Fernsehen.** [See 362.7 (430.2)]

621.388 (436+ ∞) TELEVISION — 371.368 (436+ ∞) EDUCATIONAL TELEVISION — 374 (436+ ∞) ADULT EDUCATION (AUSTRIA & VARIOUS COUNTRIES)

PÖPPL, Josef. **Fernsehen und Volksbildung.** Ein Handbuch für den Volksbildner. Wien, Verlag "Neue Volksbildung", 1962. 288 p., tabl., bibl., ind., app. (Schriften zur Volksbildung des Bundesministeriums für Unterricht, Band 8). — Discussion of some specific questions connected with television, in particular its role in adult education, the positive influence it can have in the home, in cultural and artistic development among the masses, in the creation of new interests, etc. Its disadvantages and the dangers to be combated. Television in regard to music and plays; its role as medium of information, etc. Training of people's educators in connection with television. (IBE)

621.388 TELEVISION

UNESCO. YOUTH INSTITUTE. **The social impact of film and television on youth.** [See 371.864]

778.53 FILMS — 136.7 CHILD AND ADOLESCENT PSYCHOLOGY

JACOB, Evariste-C., Fr. **Le cinéma et l'adolescent.** Montréal & Paris, FIDES, (cop. 1962). 192 p., fig., tabl., bibl., gloss., app. — For the present generation the cinema has become a psychological, spiritual and moral problem which should not be regarded with indifference by educators. The inquiries conducted in French-speaking Canada show the influence of the cinema on adolescents and have made it possible to know the type of films which they prefer, to study their behaviour, their reactions, etc. These investigations confirm, moreover, that the cinema provides the adolescent with a means of finding and recognizing himself, analysing himself and solving his daily problems. (IBE)

778.53 (430.2) FILMS (FEDERAL REPUBLIC OF GERMANY)

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